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ABSTRACT

This publication discusses the process of staff development for educational organizations and presents detailed information and guidelines intended to aid school systems in developing staff development programs. Although the booklet is intended primarily for use by local education agencies (LEAs) in the state of Georgia, some of the content will be useful to educators in other states as well. Section 1 presents an introductory discussion of the staff development process and its application at the local level. Section 2 discusses the Adoption/Adaptation Grants available under Title III of the Elementary and Secondary Education Act and suggests how LEAs can apply for such grants to help finance a staff development effort. Section 3 examines the process of developing a local staff development and/or Title III adoption/adaptation program. Section 4 describes how Georgia LEAs may use state staff development funds to implement career and vocational education programs. Section 5 contains detailed planning guidelines and sample forms and applications for use by Georgia LEAs in planning and implementing staff development programs. (JG)

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Resource Guide for
Staff Development and Title III ESEA
Adoption/Adaptation Projects

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Division of Program and Staff Development
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334
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State Superintendent of Schools
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S E C T I O N O N E

STAFF DEVELOPMENT

WHAT IS STAFF DEVELOPMENT?

Staff development is a planned program designed to prepare educational personnel to implement specific local improvement activities directed toward locally determined priority student needs.

WHY IS STAFF DEVELOPMENT NEEDED?

Graduate and in-service programs are needed

- to relate graduate and in-service preparation of local educational personnel more closely to the goals, objectives and student needs of local school systems;
- to make staff development more systematic in implementing proven educational practices which lead to improved student learning at the local level;
- to provide alternatives through which local educational personnel can renew their certification;
- to encourage and recognize individual initiative in local educational personnel;
- to provide local school systems and institutions of higher education opportunities to develop approved programs leading to a higher level certification uniquely related to particular needs of local school systems;
- to enable local educators to be more involved in planning graduate and in-service programs.

HOW IS THE STATE STAFF DEVELOPMENT PLAN DIFFERENT?

The state staff development plan provides local school systems with additional tools for improving student learning. Only when local systems plan thoroughly and responsibly can these tools be used fully. Some results of staff development could be

- local educational personnel renewing their certificates through a local staff development program;
- colleges and universities submitting for approval master's and sixth-year programs by the State Board of Education that have emerged from the goals, objectives and student needs of a school system or combination of school systems;

- colleges and universities working in conjunction with local systems to develop pre-service and in-service preparation which emphasizes practice;

- recognizing that staff development is one major means of improving education at the local level.

WHAT IS THE PURPOSE OF STAFF DEVELOPMENT?

The primary purpose of staff development is the educational improvement of local school systems. Staff development will enable local educational personnel to acquire the understandings, skills and attitudes which will enable them to implement selected educational improvement activities and practices directed at priority student needs.

WHAT RESOURCES AND/OR ALTERNATIVES ARE AVAILABLE TO ENABLE LOCAL SYSTEMS TO DEVELOP MORE EFFECTIVE STAFF DEVELOPMENT PROGRAMS?

Available resources and/or alternatives should be used for selected educational improvement activities and practices directed at priority student needs. Possible resources and/or alternatives include

- Staff Development Allocation - Each local school system receives an allocation for staff development. However, in order to receive staff development funds, each local school system must develop a local staff development plan that has been approved by the State Department of Education.

- Vocational and Career Education Funds* - Funds from this source may be used to help local systems train staff to implement comprehensive career and vocational education programs and to more effectively prepare disadvantaged or handicapped students for employment.

- Certification Renewal - New certification policies state that professional educational certificates may be renewed on completion of 10 quarter hours of supplementary graduate credit or equivalent in-service training in an area of assessed need upon approval of a local staff development plan. The State Plan for Staff Development makes it possible for LEA's or CESA's to develop local staff development programs whereby local educational personnel can earn the equivalent of five quarter hours of credit annually for certification renewal. The system must have operated an approved Staff Development Plan for two years before a plan can be submitted for certification renewal. Staff development activities conducted during the first two years cannot be used for certification renewal.

- Certification Advancement - Local school systems may work with institutions of higher education on staff development programs

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*For guidelines and procedures on local application for vocational and career education funds, see Section Four.

leading to higher levels of certification for educational personnel. This alternative makes possible approved programs which relate specifically to local student needs. (See Appendix C for guidelines).

WHAT IS THE PROCESS FOR DEVELOPING AN APPROVED LOCAL STAFF DEVELOPMENT PLAN?

To receive staff development funds each local school system must develop a local staff development plan that has been approved by the State Department of Education through one of the following procedures.

- If a local school system plans to continue with its staff development plans as developed in their FY '75 Staff Development Application, the school system will have to submit only a budget sheet showing how it will use FY '76 staff development funds.

- If a local school system plans to change or modify its FY '75 staff development plan, the school system will have to submit an addendum to the FY '75 application indicating changes or modifications. A school system will also have to submit a budget sheet showing how it will use its FY '76 funds.

- If a local school system for FY '76 has modified or changed priority student need(s), then a new staff development application and budget sheet will have to be submitted for FY' 76. (See Appendix A).

- Local school systems which last year chose the option of continuing with the state-administered Grant-in-Aid Program must submit a staff development plan in order to receive their staff development allocations. (See Appendix A).

Each local school system must have on file with the State Department of Education a Staff Development Program Application (see Appendix A). The following is a suggested process for obtaining an approved local staff development plan.

- Local system superintendents should appoint a local steering committee to direct the development of a local staff development plan.

- Attend regional drive-in conferences for briefing session (February).

- If a local system does not have an experienced person to plan and lead the staff development effort, the system superintendent and/or his designated representative should attend one of the two regional staff development and Title III workshops to be conducted by the State Department of Education.

- Local systems desiring vocational and career education staff development funds should see Section Four regarding guidelines and procedures for obtaining these funds.

The preparation of school administrative personnel is a required activity in all local staff development plans. It is suggested that school administrators participate in the staff development activites organized for their teachers so they can know first-hand the requirements needed to implement educational improvement programs or activities.

For local school systems to be able to submit a quality staff development program to the Georgia Department of Education for approval by the May 1, 1975, deadline, the following sequential steps are suggested as a checklist

- Initiate systematic needs assessment.
- Review outcome of needs assessment and determine priority student needs.
- Determine what barriers prevent the schools from meeting student needs.
- Identify educational improvement activities which offer the greatest potential for removing the barrier and allowing the schools to meet the needs of students.
- Identify the understandings, skills and attitudes needed by local personnel to implement educational improvement activities.
- Develop staff development program design, including (1) name of staff development activities, (2) persons participating in each activity, (3) persons or institutions conducting staff development training and (4) time schedule for each activity.
- Identify administrative leadership, procedures and resources enabling educational personnel to implement educational improvement activities as a result of staff development program.
- Develop an evaluation plan for the staff development program.
- Local systems must submit the Staff Development Program Application to the following address postmarked by May 1, 1975:

  Director, Division of Program and Staff Development
  Georgia Department of Education
  231 State Office Building
  Atlanta, Georgia 30334

- Local system Staff Development Program Applications will be approved by the Georgia Department of Education by May 30, 1975.
- Local systems will be able to expend funds for local staff development starting July 1, 1975.

For local system superintendents to be able to recommend local educational personnel for certification renewal at the beginning of the third year of an approved staff development plan, the local system must submit the following information by the beginning of the third year

- description of a record-keeping procedure maintained to verify the progress of each participant,
- listing of the performance criteria to be used as a basis for determining college equivalents,
- procedure to verify that each participant has met the performance criteria,
- procedure to maintain an individual staff development plan for each participant in the Staff Development Program.

Final policies for certification renewal regarding college equivalency through approved local staff development programs have not been established by the State Board of Education. However, initial guidelines have been developed for certification renewal and are contained in Appendix B.

HOW DO YOU MAKE A LOCAL STAFF DEVELOPMENT PROGRAM WORK?

A successful local staff development program requires careful planning and leadership at the local level. Studies have shown several factors seem to be common among successful programs including

- involving local educational personnel and parents in the development and implementation of the local staff development program,
- conducting orientation of all educational personnel regarding the staff development program,
- establishing areas of responsibility for the implementation of the Staff Development Program,
- establishing the school principal as the key leader in staff development,
- establishing a communication system,
- providing educational personnel the resources necessary to implement educational improvement activities as a result of staff development training,
- giving recognition to individual initiative and achievement,
- making the necessary modification in schedules, facilities required for improvement activities,
- developing a system to monitor, coordinate and manage the staff development program,
- coordinating communications flow and feedback for possible modification of staff development program,
- developing an evaluation design for future improvements of the staff development program, administrative leadership and

student achievement.

HOW CAN STAFF DEVELOPMENT FUNDS BE USED AT THE LOCAL LEVEL?

Staff development funds can be used, but are not limited to, the following activities at the local level

- To support either group or individually oriented in-service activities for educational personnel without credit to enable them to implement specific local improvement activities related to student needs,

- To support in-service training identified for educational persons to earn college credit (directed toward major improvement areas by the local school school system). A college or university can work with a local school system to design special courses to meet local needs,

- To pay substitute teachers to enable educational personnel to participate in staff development activities,

- To match other fund sources. When local systems' priorities are congruent with those of other fund sources, the systems may elect to use all or part of their allocation as matching funds to match dollar for dollar other sources of funds to be used for staff development.

- The cost of training educational personnel at the local level should not exceed $150 per participant for five quarter hours equivalent training. To extend the use of funds, local systems are encouraged to limit financial assistance to tuition cost of in-state public institutions of higher education.

- Funds cannot be used for contracting consultive services from an individual being paid a salary from state funds.

WHAT ASSISTANCE CAN LOCAL SYSTEMS RECEIVE?

Georgia Department of Education

- The state has been divided into regions and a staff member from the Division of Program and Staff Development has been assigned responsibility for providing technical assistance to systems in each region. (See Appendix K for specific state staff member assignments).

- Each state staff member will conduct a meeting in February in their region to explain FY '76 procedures for staff development and Title III.

- Supplemental publications are available from the Georgia Department of Education to aid local school systems in planning, developing, implementing and evaluating local staff development and Title III plans. They are

  - Staff Development: Sources and Resources

- Procedures and Patterns for Staff Development Programs
- Staff Development Brochure
- Needs Assessment Package

Institutions of Higher Education

Most institutions of higher education have personnel versed in the development and implementation of staff development plans who can assist local school systems. Some institutions of higher education are developing plans whereby they can design approved programs for higher levels of certification directly related to local school system needs.

Cooperative Education Service Agencies

Local school systems should be able to receive technical assistance from Cooperative Education Service Agencies regarding the planning, development, implementation and evaluation of local staff development plans.

If you need additional information about the Staff Development Program, please write

Director, Division of Program and Staff Development
Georgia Department of Education
231 State Office Building
Atlanta, Georgia 30334

(404) 656-2433

S E C T I O N T W O

TITLE III, ESEA, ADOPTION/ADAPTATION GRANTS

S E C T I O N T W O

TITLE III, ESEA, ADOPTION/ADAPTATION GRANTS

The processes of long-range planning are the same for Title III as staff development. The proposal format for Title III asks basically the same questions as the staff development plan, with expansions of the questions. to fulfill federal requirements. Section Two explains the particulars of using Title III Adoption/Adaptation funds to help meet assessed needs and contains the proposal format/application for Title III. Section Three is a detailed resource guide to assist systems in planning and preparing for a Title III proposal as well as a staff development plan.

WHAT IS THE NATURE AND PURPOSE OF TITLE III ADOPTION/ADAPTATION GRANTS?

Title III Adoption/Adaptation Limited funds to defray start-up costs of adopting a validated program and adapting it to the local school situation to meet student needs identified through needs assessment

From Research to Practice

The purpose of the Title III Adoption/Adaptation grants is to facilitate change toward improving education in Georgia. Rather than developing new programs from scratch, these funds help local systems take proven programs off the shelf and adapt them to meet identified student needs in their schools.

These validated programs, developed by educational research efforts of Title III and others throughout the country, have produced exciting results -- new methods, materials which have proven successful in meeting students' goals. However, new ideas seldom gain the widespread impact that their developers envisioned, and the improvements in education remain limited to developmental project schools. Too often, lack of information about the new practices, lack of means for staff training and the initial cost of beginning a new program have kept schools from incorporating the new projects into their own school programs. The adoption/adaptation grants have been providing funds and services to overcome these barriers to change.

Start-up Costs Only

Since the long-range purpose is to translate the new program into standard practice, adoption/adaptation funds should be considered only for start-up or one-time installation expense such as materials, equipment, workshops for staff development, evaluation, etc. As these funds are for one year, projects which call for salaries and other continuing expense too exorbitant to be absorbed locally through reallocation of the existing budget

are impractical for adaptation. Picking up heavy operating expenses after one year of federal funds may prove too burdensome for project continuation. Most of the projects available for adaptation can be conducted by existing staff or reallocation of currently available resources.

Innovative, not Operation

Since Congress allocates Title III funds to help bring about change and improvement in education, federal guidelines require that the money be spent to introduce a new idea to the system. In other words, an existing program or practice cannot be expanded or extended with Title III funds. The project to be adopted must be, for the system, a new way to attack identified student needs.

WHAT IS AVAILABLE?

- Title III funds of limited amounts (usually no greater than $15,000 per grant) are available on a competitive basis to help defray the start-up costs of new programs.
- Staff development funds from the system's staff development allotment may be used to train teachers to implement the new program.
- Technical assistance in preparing proposals and plans is available through teacher training institutions, CESAs and Staff Development and Title III consultants assigned on a regional basis from the Georgia Department of Education.

WHY WOULD AN ADOPTION/ADAPTATION GRANT BE NEEDED?

To provide funds for improvement

Both Staff Development and Title III Adoption/Adaptation funds were designed to give school systems some support during long-range planning. As communities, faculties, students and administrators work together to determine the system's goals for education, to identify gaps between where they would like to be and where they are, and to plan for means to close the gaps, certain areas of student need may become evident. The problem stems from curricula, instructional materials, teaching methods, funding patterns, management techniques, even community understanding and support of what the schools are doing. The best means of attacking the problem depends entirely on what the problem is, what goals are set to correct it and the best plan of action. If the system finds, for example, that their teachers are unfamiliar with the strategies for implementing the existing program, then a staff development plan alone might eliminate the deficiency. Program assessment and staff assessment, as well as program development and staff development, go hand in hand. A

system could not train staff to teach an out-dated program any more than they would implement a new program without adequately preparing their staff.

Most systems, therefore, are using a combined approach --both a Title III grant and staff development funds--to begin implementation of a new program and retraining staff to operate this program. (Note: since application precedures are basically the same, systems which choose to use 100 percent of their staff development funds to train staff to implement an adoption/ adaptation project need fill in only a Title III proposal and submit a copy of it to the staff development office. (See page 35 for example of budget page for combined project.)

WHAT ARE THE ADVANTAGES?

By pinpointing student needs and installing programs proven to meet those needs, gains can be anticipated, measured, reported as specific gains to the public.

Staff development funds, Title III funds and local resources can all be directed to the same problem, insuring success of the project.

Projects offered for adaptation have been tested and shown to meet the student needs which they address. Local systems are therefore spared the risks of developing programs.

Adaptation projects have already worked out details of procedures, evaluation, materials, teacher training, etc. The specific "how to" is already there, sparing the local system the frustration of coping with undirected change.

Installation costs, the major inhibiting factor in educational improvement, will be defrayed in part by Title III funds.

WHO IS ELIGIBLE TO BE FUNDED FOR A TITLE III ADOPTION/ADAPTATION GRANT?

- Public elementary and secondary schools without currently funded Adoption/Adaptation projects
- Sub-contracts with other agencies, institutions

Any local board of education that has administrative control or direction of public elementary or secondary schools is eligible to submit an application for a Title III Adoption/Adaptation grant. Grantees may, however, subcontract with post-secondary institutions for services pursuant to the project and include non-public elementary and secondary schools which meet specified criteria (See page 38) in project activities.

According to the USOE approved Georgia State Plan for Title III, ESEA, systems operating an Adoption/Adaptation project under Title III funding will not be eligible to submit an application for a second adoption/adaptation project until the current project has operated for one year without Title III funds. The purpose of this requirement is:

- to allow systems to demonstrate the incorporation of the project into the regular funding and curriculum of the system, and
- to permit the most widespread impact of limited Title III funds throughout the state by allowing systems without adoption/adaptation projects a chance to compete.

Due to decreasing federal funds, only one adoption/adaptation grant per system will be considered for funding. Systems submitting more than one application, either independently or as part of a consortium, will be asked to designate which they prefer to be submitted to readers for consideration.

WHAT ARE THE STEPS TOWARD GETTING A TITLE III ADOPTION/ADAPTATION GRANT?

The planning process for Title III Adoption/Adaptation is generally the same as for staff development. This process is outlined in Section III. The Title III application follows on page 20. If a system elects to spend 100 percent of its staff development funds to train staff to implement a Title III project, the Title III application will suffice for staff development and Title III.

The list of tasks and suggested time frames could serve as a checklist of activities leading toward submission of a Title III Adoption/Adaptation proposal by the May 1 deadline.

	TASKS	TIME FRAMES	REFERENCE PAGES IN GUIDE
1.	Attend regional drive-in conferences for briefing session on available funds and procedures for staff development and Title III.	January-February	
2.	Appoint a local project director who will have primary responsibility for coordinating a needs assessment and directing the development of any subsequent staff development plans and/or Title III proposals.	mid February	

TASKS	TIME FRAMES	REFERENCE PAGES IN GUIDE
3. Superintendent and/or designated representative (including project director) attend one of the three-day regional staff development/ Title III workshops to be conducted by the Georgia Department of Education.	February-March	
4. Establish a local advisory committee to assist the project director in conducting needs assessment and developing subsequent plans and proposals.	March	
NOTE: Title III federal regulations require that a cross-section of populations in the community participate in the planning and program selection process. The advisory committee provides an opportunity for such involvement.		
5. Needs assessment	March	Section III, page 41
6. Review outcomes of needs assessment and determine priority needs.	by April 1	
7. Identify probable causes for deficiences and determine target areas for change, i.e. management and organization, curricula, materials, staff development, etc.	by April 1	Section III, page 49
8. Identify educational improvement activities needed to meet student needs	mid April	Section III, page 48
9. Determine funding sources appropriate for number 8 above, Title III Adoption/ Adaptation-staff development funds or vocational staff development funds and develop plans and proposals accordingly.	April	Section IV, page 66

TASKS	TIME FRAMES	REFERENCE PAGES IN GUIDE
10. Submit application for Title III Adoption/ Adaptation fund to following address, postmarked by May 1, or hand carry to the same address by same date.	May 1	

Director of Program and Staff Development
Georgia Department of Education
231 State Office Building
Atlanta, Georgia 30334.

Notification will be made to local system superintendents by June 1, and funds will be expendable upon the system's receiving its grant award. The grant award document will be accompanied by forms entitled "Request for Funds." In order to receive funds, local systems will specify amount of their grant requested for the first quarter and return the form to the address above, according to instructions on the form. Checks for the requested Title III funds should be received approximately three weeks after the "Request for Funds" is submitted.

HOW WILL TITLE III ADOPTION/ADAPTATION PROJECT BE EVALUATED?

By student and staff outcome data or by on-site visit

Each proposal, in order to meet federal guidelines, must include a plan for evaluation, as discussed in Section III. Many projects available for adaptation will already have developed evaluation instruments which can be used in the adoption/adaptation project. The system will be asked to submit results of their evaluation at the end of the project year indicating the extent to which project objectives were achieved and student and teacher performance were affected.

The Georgia Department of Education is required by federal guidelines to conduct a visit to each site operating a program with Title III funds. Teams comprising generally of a State Title III Advisory Council member or department staff member, a specialist in the project's content area, and a representative of a neighboring local system will visit the adoption/adaptation project site for one day during winter quarter. The team will discuss with local personnel the progress they think they are making toward achieving project objectives. A summary of the team's visit will be returned to the superintendent for his own use in planning for the rest of the year. The department's regional consultant for Staff Development/Title III assigned to the project will assist local systems in preparing the agenda for the visit and will serve as an on-site liaison between the team and the project.

Projects which so demonstrated that their objectives have been met and that a quality program is operating successfully will qualify for exemplary status in Georgia. A list of these adoption/adaptation sites will be made available throughout the state and nation so that potential adapters with similar needs may visit the site or contract with the system for consulting or staff development services.

WHAT MAKES IT WORK?

Adoption of new programs and practices requires careful planning and leadership. Studies of previous efforts have shown that several factors seem to be common among projects which succeed. The following are some of the factors which may increase substantially the chances for success.

> Identify a well-qualified project director at the school level , whose authority is clearly understood by the total staff and all persons concerned;

- Develop understanding of change processes such as overt management, support, and understanding of the change from the superintendent's level, principal's commitment to achievement of project goals, involvement of teachers in the decision-making process to the point that they see the project as their own, etc;

- Insure positive and active support from the top administrative levels such as the superintendent visiting the project site to commend teachers on project involvement, the principal and superintendent being able to provide detailed information about the project from first hand experience, overt project endorsement in the community, superintendent citing the project as among the system's priority goals for the year, etc;

- Involve teachers in the change process. (We all too frequently have done to teachers, not with them.) Teachers might visit sites of possible project choices and offer recommendations for adaptation to the superintendent, work in committees to make certain decisions regarding needs assessment, implementation strategies, staff development, material selection, evaluation, etc.;

- Involve the community beginning with needs assessment;

- Design incentives/rewards for participating teachers such as release time, special recognition, visitation, participation in professional conferences, project presentation to collegues, etc.;

- Plan to diffuse the concept throughout system once it has been demonstrated;

- Prepare all staff thoroughly (see page 55 for criteria of a successful staff development program);

- Develop a follow through monitoring and support system to insure that implementation is progressing according to schedule -- provide for continuous feedback to teachers, administrators, and project staff an individual and project progress and needed changes;

- Focus on the primary purpose;

- Insure an atmosphere conducive to change (i.e., teachers interested in professional growth, team spirit among staff, free exchange of ideas among all levels of staff, etc.);

- Plan for evaluation and a way to inform the public of the good news.

WHAT FEDERAL REQUIREMENTS MUST BE MET?

These grants must meet federal guidelines for Title III funding. Many federal requirements such as needs assessment and evaluation, are incorporated into the adoption/adaptation proposal format. There are, however, a few others that local systems need to act upon; failure to do so means that legally the Georgia Department of Education cannot fund the proposal. Here's a checklist

_____ CROSS-CULTURAL REPRESENTATION The proposal must show through minutes of meetings, newspaper articles, list of participants, etc., that representatives of the various factions of the community to be served were involved in the planning process. Many systems have found that needs assessment committees offer a good opportunity for cross-cultural participation. Federal guidelines specifically call for "involvement of representatives of education, cultural, and civic resources of the community." Translated, this means the planning committee should consist of representatives of faculty, administration and students, a cross-section of parents and community, and civic and business groups.

_____ INNOVATIVE The project to be adopted must be new to the system, not an expansion or extension of any previous practice.

_____ SPECIFIC NEEDS, CLEARLY DEFINED OBJECTIVES The project must address an identified student need which can be translated into measureable objectives to be addressed by the project, so that the goals and gains of the project can be clearly communicated to staff, students and the community. Vague and unclear objectives, such as "to improve education, to foster understand" cannot legally be funded under federal guidelines. (For discussion of needs as related to objectives, see Section III, page 46.)

_____ VALIDATED The project to be adapted into the school system must have evidence that it was successful in meeting the stated objectives. Nationally validated Title III projects have undergone careful assessment and their inclusion in the list of nationally validated projects is prima facie evidence of having met this requirements also and inquiries should be made of the project regarding the outcome of evaluation and available reports, summaries, or other documented evidence of student gain.

_____ NON-PUBLIC SCHOOL PARTICIPATION All non-public schools within the district must be informed of the system's plans to submit a Title III application and invited to participate. Only those non-public schools meeting criteria specified under ASSURANCES are eligible for participation.

Such notification may be in the form of a newspaper legal ad or letter requesting response by a given date, and copies of the notification and the response (or a statement regarding the lack of response) should be included in the appendix of the proposal.

_____ SUPPLEMENT, NOT SUPPLANT Title III funds cannot be used to replace expenditures normally covered by other funds. Title III funds must add to existing programs.

Federal guidelines also specify that all Title III proposals must address the following areas which are covered in the proposal format. For details in planning for these phases of proposal development, see Section III.

_____ NEEDS ASSESSMENT

_____ STAFF DEVELOPMENT

_____ PROGRAM PLANNING

_____ EVALUATION

_____ BUDGET

_____ ASSURANCES

HOW WILL ADOPTION/ADAPTATION APPLICATIONS BE SELECTED FOR FUNDING?

Proposals will be submitted to expert readers outside the Georgia Department of Education for evaluation on the basis of the criteria listed below. The readers' recommendations, along with department staff inputs, will be presented to the Title III State Advisory Council for its consideration. Recommendation regarding funding will be forwarded to the State Superintendent of Schools, who will issue the final letters of notification to system superintendents.

Criteria to be used by Readers in Evaluating Adoption/Adaptation Applications

. Must meet specific needs, contain behavioral objectives

. Must be validated educational program or practice

. Must be innovative (new to district or school system)

- Reasonable cost, clear budget
- Local resources directed to project
- Provisions for gradual assumption of cost through redirection of local resources
- Program selection process (i.e., relevance to identified needs, thoroughness of investigation, teacher-community inputs, project visitation, relevance to local situation, etc.)
- Provisions for preparing staff
- Involvement of representatives of educational, cultural, civic resources of the area
- Comprehensiveness of needs assessment
- Extensiveness of planning for program adaptation, implementation and operation
- Relative need
- Allocation of previous grant funds.

Priority for Final Approval will be Given to Applications Which

- Indicate a redirection of appropriate local resources and efforts to the project, as well as other funds available to the system.
- Phase out the need for Title III funds in a relatively short time when all other criteria for selection appear to be equal.
- Require minimal Title III funding when all other criteria for selection appear to be equal.

TITLE III ADOPTION/ADAPTATION
PROPOSAL FORMAT

The Proposal Should Consist of the Following Four Parts

Part I STATISTICAL:	ESEA Title III Statistical Data Form, Page 21
Part II NARRATIVE:	See Instructions, Page 24
Part III FINANCIAL:	Proposed Budget Summary and Detailed Expenditure Schedule, Page 32
Part IV ASSURANCES:	See Page 37 and Following.

Ten copies of the completed application must be postmarked or delivered to the Title III office on or before May 1. It takes approximately thirty days to process an application. The application should be submitted on standard 8 1/2 x 11 inch paper. Applications are submitted to the Georgia Department of Education as follows.

Director of Program and Staff Development
Georgia Department of Education
231 State Office Building
Atlanta, Georgia 30334

PART I
STATISTICAL DATA FORM

The Data Form is required of ESEA Title III applicants and grantees. It must be submitted as Part I of the application. Complete entire form.

SECTION A.

Project Information:

Item 1. Give a concise project title (five words or less).

Item 2. Give a brief summary (50 words or less) of the purpose of the proposed project.

Items 3-12. Complete these items as indicated. Sign and date at the bottom of page one. Unsigned proposals cannot be accepted.

Item 13. Average daily attendance (ADA) should be used to figure the average per pupil expenditure.

SECTION B.

School Enrollment, Participation Data:

List schools in which the project will operate during the first year. For each school, fill in each line item.

School Grades:	All grades in that school.
Project Grades:	Grade levels covered by the project.
Total Enrollment:	Total enrollment of that school.
Project Enrollment:	Total number of students who will participate directly in the project.

Total Number of Classroom Teachers: Number of full-time classroom teachers in that school.

Teachers in In-service Training for Project: Number of classroom teachers involved in teacher preparation for project implementation (as opposed to orientation). Do not include orientation audiences in these figures.

Teacher-Aides in Training for Project: All teacher-aides, and teaching assistants, whether paid or volunteer, who are participating in preparation for project implementation.

Total Non-Instructional Professional Staff: Number of counselors, media specialists, administrators, social workers etc., in that school.

Non-Instructional Staff in In-service: Number of the above in staff development for project implementation.

SDE 1400-003
DE Form 0415, Feb. 1974

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR S.D.E. USE ONLY →	PROJECT NUMBER	VENDOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. PROJECT TITLE *(5 Words or Less)*

2. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

3. NAME OF APPLICANT *(Local Education Agency)*

4. ADDRESS *(Number, Street, City, State, Zip Code)*

5. NAME OF COUNTY

6. CONGRESSIONAL DISTRICT

7. NAME OF PROJECT DIRECTOR

8. ADDRESS *(Number, Street, City, State, Zip Code)*

PHONE NUMBER

AREA CODE

9. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*

10. ADDRESS *(Number, Street, City, State, Zip Code)*

PHONE NUMBER

AREA CODE

11. POSITION OR TITLE

12. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED _____

13. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED

$ _____

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED

SECTION B - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBER ENGAGED

Project Schools	School Grades	Project Grades	Total Enrollment	Project Enrollment	Total # of classroom teachers	Teachers in In-Service Training for Project	Teacher Aides in training for project	Total Non-Inst. Prof. Staff	Non-Instructional staff in in-service for project
Example:									
Lone Oak Middle School	*6,7,8*	*7,8*	*952*	*650*	*40*	*26*	*13*	*5*	*3*
Highland Primary	*non-graded primary*	*all*	*460*	*460*	*22*	*22*	*15*	*3*	*3*

PART II
THE NARRATIVE

The narrative section should be organized so that it answers the questions below. Organizing the narrative section in this way should reduce the time it takes to actually write the proposal.

I. How was the student needs assessment conducted and what were the results?

Federal law requires that Title III funds be awarded only after the local system provides evidence of a comprehensive student needs assessment. To answer this question completely, please include the following.

A. Who directed the needs assessment?

B. What different groups participated?

Evidence of participation by a cultural cross-section of community members including teachers, students, administrators, business and community representatives and minority groups is required by federal law. A copy of meeting minutes should supply the necessary documentation.

C. What instruments and other documentations were used?

Items most commonly used in needs assessment include statewide test scores, grades, the system profile, and parent, teacher, and student questionnaires.

D. What were the priority student needs identified?

E. What were judged to be the causes?

Before a needs statement is finally decided upon, it is vitally important that the causes of the need identified be determined as closely as possible. An example which illustrates this is the students' need for productive employment upon leaving school. A comprehensive needs assessment would discover a variety of causes, such as (1) lack of job skills among students related to job opportunities, (2) lack of knowledge of job opportunities, (3) lack of career information, (4) lack of knowledge about how to apply for jobs, and (5) rapidly decreasing job opportunities in the area due to economic cutbacks.

The more precisely a need and its cause is pinpointed, the more likely it will be to find a program which fits it well. The needs assessment should determine the specific area in which the need is greatest. To continue with our example, we may discover that finding employment is most difficult among students from low income backgrounds, minorities and the handicapped. If such information is included in the needs statement, then the local system will be more likely to implement an effective program.

Example: A comprehensive needs statement might read as follows

"A priority goal of the _____ Public Schools is to enable its students to find suitable employment. However, a former student jobs survey indicates that 40 percent of our former students were still unemployed or underemployed six months after leaving school. Our needs assessment indicated the following major causes; (1) lack of career information, (2) lack of knowledge about job opportunities, and (3) lack of knowledge about how to apply for a job. The largest percentage of students unable to find jobs occurs among those with low income family backgrounds, minorities, and the handicapped.

II. What alternatives were considered to address this need?

A. What types of programs have been considered?

To use the example of student unemployability, the nature of the local system might lead it to consider individualizing instruction, changing the attitudes of teachers and students, starting job placement programs, diversifying the curricula, or a combination of these and other approaches. Socio-economics factors, student and community values, student achievement levels and interests, and other similar considerations should also have an impact on program selection. Only by considering all possible alternatives can the system be confident of the one it chooses. Section III lists sources of information regarding program choices.

B. How will funding sources other than Title III be Utilized?

Examples might be NDEA Title III-A funds to help defray equipment costs and staff development funds to help defray teacher training costs.

C. What local resources are being redirected to address the need?

III. What program was chosen and why?

A. The program selected must be one which has documented evidence that it has been successful, such as a validated Title III project. Please state evidence available to show that this project does in fact meet the need you are addressing.

B. The program selected should be the one which best addresses the priority student need. Please describe the program in terms of the features it has that convince you that it is the correct choice.

IV. What are the objectives which you expect this program to achieve?

This question allows the system to map out the proposed outcomes of the new program. All validated projects will furnish their objectives, which a system can use to decide on its own. The objectives it chooses should be realistic in terms of the extent of adaptation being planned. All of the original objectives do not have to be selected and you may change the ones choosen to fit the local situation. The system may also supply additional objectives. To answer this question completely, please include the following.

A. Please describe and list the practices which the students will be expected to demonstrate. Include level of performance, how measured and expected dates of attainment.

B. Please describe and list the objectives which the teachers will be expected to attain. What changes in their behavior will be necessary for the success of the project? For example, will they be expected to demonstrate a more positive attitude toward students through increased use of student ideas and positive reinforcement, develop learning centers in classrooms, use diagnostic and prescriptive skills? Teachers understand what is expected of them more clearly if teacher objectives are written in terms of what the teacher will do as a result of the new skill.

C. Please describe and list the objectives which the administration will be expected to attain.

Even good programs are doomed to failure without administrative support. When a new program is introduced, some changes in administrative behavior are called for. For example, what role did administrators play in proposal development and project adaptation? Who will have administrative responsibility for the program? How will administrators be trained in the methods and materials of the program so that they can train new people in the future? What kinds of support are needed from the administration?

Section IV can be organized into chart form in the following manner. One way of looking at these performance outcomes is in a hierarchical manner. In other words, what must central office staff do so that principals can and will do what is necessary to get teachers to perform so that students will learn.

Central office does	so that principal can and will do	so that teachers can and will do	so that students will be able to
a._____	a._____	a._____	a._____
b._____	b._____	b._____	b._____
c._____	c._____	c._____	c._____

Target Group	Expected Outcomes	How to Measure Outcomes
Administration	1. 2. 3. etc.	
Teachers	1. 2. 3. etc.	
Students	1. 2. 3. etc.	

V. How will the program be implemented?

Implementation usually involves staff training, materials acquisition, installation, monitoring and follow-through. Of course, all of these steps are dependent upon extensive planning. To answer this question completely, please include the following.

A. What types of materials are available and do you plan to use them all?

Validated projects to be adopted may offer any or all of the following: staff development packets, informational brochures, validation and/or evaluation data, student materials, teacher materials, and supportive hardware. Briefly describe the materials available, why they will or will not be used, and what other materials will need to be incorporated.

B. What personnel will be involved with the project, and what will their roles be?

Please identify what teachers and administrators will be involved. Also, identify appropriate roles as called for by the project. For example, who will be the local project director? Is a lead teacher involved? Does the school librarian play a role? You may wish to develop a chart such as the one below to summarize this information.

Personnel	Title	Project Duties
F. Walker	Counselor	Conduct student group sessions for feedback to project planners
M. Singer	Librarian	Coordinate community resource file
L. Trotter	Principal	Hold monthly meetings regarding staff coordination of project

C. How will the staff be trained to implement the program?

In most cases an adopting school system may either visit the home site of the project for training or a consultant from the project may be asked to conduct training in the system. In some cases, especially where the proposed Title III project is a part of an overall educational improvement program, staff development supplemental to the proposed project will also occur. A chart is one way of describing the staff development activities. The chart should contain the following information: time frames, activities, persons responsible, and the target group being trained.

Example: Staff Development Plan for Project

Time Frame	Activity	Person Responsible	Target Group
July 15	Tour of parent project	Superintendent	Elementary teachers, grades one-six.
August 1-4	Project workshop	Director of Validated project	Elementary teachers, principals.
September-June	Individual study at university	Curriculum director	Elementary teachers, principals
January 7-10	Review session on project activities	Consultant from university	Elementary teachers, principals.

D. What procedural changes are necessary to implement the new program?

Example: To assure the success of the program, your system may have to make such changes as re-assigning teacher-aides, organizing teachers into teams, providing for more classroom visits by administrators, reorganizing the physical classroom, changing class schedules, providing your local project director with sufficient time to do the job, and providing release time for appropriate personnel to be trained.

E. When will the program be implemented?

Example: Although the most convenient time to install a new program is at the beginning of the school year, constraints caused by staff development schedules, ordering appropriate materials and the like may necessitate some other starting time. The local system should plan for this as closely as possible.

F. Please develop a chart like the one outlined below to provide an overview of the process by which you plan to install your proposed project.

Time Frame	Activity	Person Responsible For Activity	Target Group

Example: If a system plans to adopt a project to improve basic skills achievement by individualizing instruction, the chart might look like this.

Time Frame	Activity	Person Responsible for Activity	Target Group
January-February 1975	Needs Assessment	Principal	School personnel and community
February-March	Project inquiries and selection	Teacher committee	None
March-April	Proposal writing	Asst. Principal, chairman, teacher committee	None
August	Staff development	Project director	Teachers in grades 1-6, elementary principals, superintendent and curriculum director
August-September	Materials acquisition	Curriculum director	None
September	Student orientation	Teacher and principals	Students, grades 1-6
September	Pre-test	Principals	Students, grades 1-6
December	Formative evaluation	Principals	Teachers and students grades 1-6
February	Visit by validation	Superintendent	Project classrooms
May	Summative evaluation	Superintendent	All involved personnel.

VI. How do you propose to evaluate the program?

Besides being required by federal law, evaluation can serve several purposes for the local systems. Evaluation is most useful when the system uses it to determine how to best improve the program. Evaluation also gives the superintendent concrete evidence to report to the community on how the system is meeting the needs of students through project implementation. To answer this question completely, please include the following.

A. How will changes in student performance and attitude be measured? What instruments do you plan to use? Why did you choose them? Are they the same instruments used by the parent project? When will they be administered? How will the results be recorded? Who is responsible?

B. How will changes in teacher and teacher-aides performance and attitude be measured? (Please answer the questions under Section VI, A, above for this group also.)

C. How will changes in administrators' performance and attitude be measured? (Please answer the questions under Section VI, A, above for this group also.)

PART III
FINANCIAL

I. Preparing A Proposed Budget Summary

Part I Expenditures (Other Than Construction)-Form SDE 1400-004

Show the beginning and ending date of the period for which the expenditures summarized in Part I are proposed.

Proposed ESEA Title III expenditures must be categorized in accordance with the functional classification of standard expenditures accounts in OE022017, "Functional Accounting for Local and State School Systems" (lines 1-15). The total dollar amounts (no cents) for each classification are to be recorded in column 10, with subtotals indicated in appropriate expense classification column (columns 3-9). Proposed expenditures for purchase of equipment will be shown in expense classification (column 8). Record equipment rental expenditures in expense classification column nine of the appropriate functional account. No entries should be made in line 16 or column 11. Fiscal officer and project director should sign and date this form at the bottom of the page.

II. Preparing A Detailed Budget Sheet

Prepare a detailed budget sheet on each functional expenditure account (i.e., 100, 200, 300, etc.) for which expenditures are budgeted. The purpose of these is to show what estimated costs were included in each entry and the basis for each cost estimate. Schedules are also intended to show the system's non-Title III funds, one of the criteria by which proposals will be selected for funding. Space is provided for detailed contributions to system from state staff development allocation and other resources. Examples of these schedules are shown on the following pages. Please note the following in preparing these schedules.

A. Salaries - Expenditures for salaries of project personnel must detail names and amount of time to be devoted to the project.

B. Consultants - Expenditures for consultants must show the number of days, the daily fee and per diem estimates. List names of consultants whenever possible. In a footnote, state whether rates are in accordance with generally accepted schedules and justify any differences.

C. Materials and supplies - Materials and supplies listed must be part of or essential to project operation. Expense for office supplies and regular classroom supplies (i.e., chalk, paint, file cards, construction paper) ordinarily covered by local supply budgets cannot be supplanted by Title III funds.

D. Travel - List local travel and basis for calculation separately from special trips. The number, destination and average cost must be specified for special trips.

E. Equipment - Include in the schedule of proposed equipment purchases a rental cost comparison based on the anticipated project period.

F. Staff Development - If teachers are to be compensated for extra time spent in staff development, compute rate on planned workshop length, showing per teacher cost. Another alternative to compensating teachers for extra time spent in staff development is to contract for a specific product to be developed during workshop time. Services contracted from teacher training institutions or other available sources should be delineated in budget notes and itemized under "contracted services." Materials, supplies and travel listed under staff development should be itemized in the appropriate column.

PROPOSED BUDGET SUMMARY
Title III Elementary and Secondary Education Act of 1965
Supplementary Centers and Services Program

Name and Address of Agency	For SDE Use Only →	Project Number	Grant Number

Part I - EXPENDITURES *(other than construction)*

Title III Funds Only!

Budget Period (Month, Day, & Year)
Beg: End:

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION									
Functional Classification		Acc't No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	Total Expenditures	Negotiated Budget
			Professional	Non-Professional							
1		2	3	4	5	6	7	8	9	10	11
1	Administration	100									
2	Instruction	200									
3	Attendance Services	300									
4	Health Services	400									
5	Pupil Transportation Services	500									
6	Operation of Plant	600									
7	Maintenance of Plant	700									
8	Fixed Charges	800									
9	Food Services	900									
10	Student-Body Activities	1000									
11	Community Services	1100									
12	Remodeling	1200									
13	Capital Outlay *(Equipment Only)*	1230									
14	Staff Development Teacher Training**	1240									
15	TOTAL										
16	Negotiated Budget										

Signature of Project Fiscal Officer ***Date***

Signature of Project Director ***Date***

**Title III Advisory Council has ruled that remodeling costs are not allowable under A/A grants. For further clarification, contact the Title III office.*

***Only staff development costs being charged to Title III should be included here. Where State Staff Development funds are being directed to project installation, so indicate on the detailed budget sheet.*

TITLE III, ESEA
ADOPTION/ADAPTATION
DETAILED BUDGET SHEET

SAMPLE

Date Submitted

Board of Education

From To
Project Period

EXPENSE CLASS	TITLE III	STATE STAFF DEVELOPMENT	OTHER	TOTAL
100 - ADMINISTRATION T. Trotter, Director 30% Project Time			4,000	
S. Swinger, Secretary 10% Project Time			650	
200 - INSTRUCTION 3 Professional Salaries F. Walker, Counselor 20% Project Time			3,769	
M. Readley, Librarian 25% Project Time			5,598	
B. Baker, Teacher 50% Project Time			5.419	
S. Butterworth, Teacher 50% Project Time			4,872	
4 T. Taylor, Teacher Aide 100% Project Time			5,000	
6 Materials & Supplies 16 Interdisciplinary Learning Labs for 8 secondary classrooms @ $180 per lab station. Materials required for lab implementation @ $90 per set	2,880 1,440			2,880 1,440

SAMPLE

40

TITLE III, ESEA
ADOPTION/ADAPTATION
DETAILED BUDGET SHEET

Date Submitted

Board of Education

From To
Project Period

EXPENSE CLASS	TITLE III	STATE STAFF DEVELOPMENT	OTHER	TOTAL
1240 - STAFF DEVELOPMENT 3 Professional Salaries for attending summer workshops - 4 teachers for 4 days @ $35 per day.	560			560
4 Non-professional teacher aide attending 4 day workshop @ $20 per day. Supply teachers for 6 days release time for 4 teachers @ $15 per day.	80	360		80 360
5 Contracted services from original project for 6 days during school year @ $100 per day.*	300	300		600
7 Travel 5 staff members travel to project site in Washington, D.C. for 4-day workshop. 4 nights lodging @ $22 per night, meals @ $10 per day.	560	580		1,140

*Original project personnel essential to train staff and CESA staff for follow-through unavailable at state rate of $75.00 per day.

PART IV
A. ASSURANCES

The following assurances for initial application should be reproduced for inclusion in the proposal. Proposals cannot be reviewed without these required assurances.

THE APPLICANT HEREBY GIVES ASSURANCE TO THE STATE SUPERINTENDENT OF SCHOOLS THAT

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating documents.);

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resources of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, sex, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with Public Law 89-10 and with regulations and other policies and administrative issuances by the commissioner and the state superintendent of schools, including submission of such reports as may be required.

7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing documents.)

B. PRIVATE SCHOOLS

In accordance with provisions of the Educational Amendments of 1974, projects are required to offer involvement in planning and implementation to those non-public schools which are willing to sign the same Assurances required of public schools cited on page 37. This requirement applies only when the non-public schools have children whose needs are the same as those addressed by the project. Describe responses to such an offer to participate and/or extent of non-public school participation in planning and projected implementation. Copies of correspondence, legal advertisements, or other evidence that you are in compliance with this federal regulation should be attached here. If there are no non-public schools within the system's geographic bounderies, please so indicate.

C. AUTHORIZATIONS

I, _____, do hereby certify that all of the facts, figures, and representations made in this application, including all enhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

Dated: _____

_____
(Legal name of applicant)

_____
(Signature of authorized representative)

_____
(Representative's Title)

NOTARY PUBLIC: Subscribed to before me this

_____ _____
(City) (State)

NOTARY PUBLIC SEAL

Signature of Notary Public _____

Date Notary's Commission Expires _____

S E C T I O N T H R E E

PROCESS FOR DEVELOPING A LOCAL STAFF DEVELOPMENT AND/OR TITLE III ADOPTION/ADAPTATION PROGRAM

S E C T I O N T H R E E

Process for Developing a Local Staff Development Plan* and/or Title III A/A Program

Local school systems which have developed a local staff development plan and have on file with the State Department of Education an approved Staff Development Program Application may not have to submit a Staff Development Application for FY '76 to the State Department of Education (see Section One, Page 3).

The discussion following is intended to assist local school officials in developing a local staff development program and/or Title III A/A Program. It is organized into six sections with each part corresponding in sequence to each part of the program application (see Appendix A for the program application). The materials contained in each of the six sections are merely suggestions and examples of procedures that might be followed in developing a staff development plan and/or Title III A/A Program. In some sections additional resources are suggested.

STUDENT NEEDS ASSESSMENT

This discussion of Student Needs Assessment is to assist local school officials in completing Part I of the program application (see Appendix A).

WHAT IS A STUDENT NEED?

The primary goal of staff development programs is to reduce the discrepancy between the level of performance desired of students and the level of performance which presently characterizes students. From this statement can be derived an understandable and measurable definition of the concept of "student need".

Any discrepancy between the desired level of student achievement (goal) and current achievement (reality) is defined as a student need. The greater the discrepancy observed, the greater or more critical the need.

Consider this example. Suppose a survey of students, teachers and community reveals agreement on the need for students to improve math skills at least to the state norm. An analysis of statewide and other test data for the district reveals students score on the average one year below statewide norms on math achievement. A need has now been defined. The test data provided evidence of perceived level of performance; the survey data revealed a desired level which is higher.

---

*This local staff development process is the same for local vocational and career education staff development plans. (See Section Four for details).

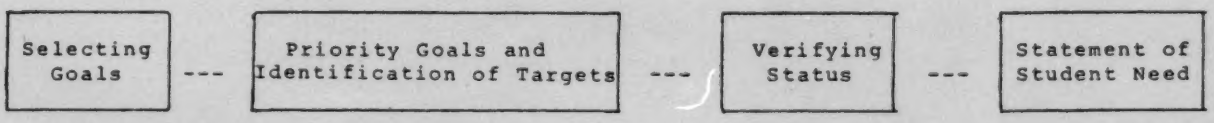
WHY DO A STUDENT NEEDS ASSESSMENT?

Although educational personnel are sensitive to areas of critical needs in their own school districts, a comprehensive student needs assessment serves several vital purposes including

- serving as a planning vehicle which can identify system-wide long-range goals for educational improvement;
- identifying student needs staff, students and community value as having highest priority;
- gaining support for the program by involving staff, students, and community in identifying the student needs the program should fill; and
- identifying the critical student needs most likely to benefit from concentrated improvement programs.

HOW ARE STUDENTS' NEEDS DETERMINED?

Ideally, the process of determining student needs should be based on a school system's goals for education. Once a list of goals has been selected, they can be arranged in priority order in terms of their perceived importance to the system or the extent to which they are currently being achieved. Priority goals may then be further defined in terms of the desired target level (pre-school or kindergarten, elementary, middle school, etc.), target population (general, gifted, disadvantaged, handicapped), and specific target skills or understandings. Following some verification of the present status of each goal a statement of student needs can be formulated. A graphic representation of the process might resemble the following:



SELECTING GOALS

The system should begin by selecting its educational goals as a point of departure. There has been considerable literature published on the establishment of system goals for education. Dozens of suggested lists have been produced, ranging from short and simple to quite complex. Fortunately, there seems to be considerable overlap on most of these lists. (See Appendix L for samples from the Atlanta Assessment Project and Phi Delta Kappa). A system's final list will probably be a combination of general goals suggested by most sources and goals perhaps specific to an individual system. For the sake of example, consider the following partial list:

a. Communication skills
b. Self-understanding
c. Career development

d. Preparation for life-long learning
e. . . .
f. . . .
g. . . .

The selection of such a list, at this point in no special order, will probably fall to the superintendent and any advisory group or individuals he may choose to involve.

PRIORITY GOALS AND IDENTIFICATION OF TARGETS

The next logical step is to place the goals in some order of importance based upon the extent to which they are being met and their current level of success. A suggested procedure is to have appropriate personnel in the school and community respond to these goals, telling how well they are being met for various categories of students at the different educational levels. A response sheet of the complete list of goals constructed in the following manner may suffice. (Note that each goal is followed by a brief definition; this is imperative to avoid confusion among respondents. The Atlanta Assessment Project is an acceptable sample of this process. (See Appendix L).

A. Please indicate the extent to which the following kinds of students (target population) are achieving the following goals. Indicate achievement with the following number system:

- Little or None - 1-2-3
- Some Extent - 4-5-6
- Great Extent - 7-8-9

TARGET POPULATION GOALS*	Population: General	Gifted	Disadvantaged	Handicapped
1. Communication Skills The student is able to listen, speak, read (comprehension, word recognition skills, reference skills) and write (legibility, sentence structure, paragraphing, etc.). He understands that basic skills in this area are necessary to be able to do most things of importance in modern society.	7	9	6	6
2. Self-Understanding The student understands and respects himself - his abilities, interests, values, aspirations and limitations. For example, he is able to set personal goals; recognizes his importance as a member of society; is able to maintain individual integrity in group relationships and has a personal philosophy of life.	6	7	5	5
3. Career Development The student is being prepared in the necessary skills for further study or for entry directly into the world of work.	3	7	3	1

(continued on next page)

4. Preparation for Life-Long Learning The student possesses the attitudes and skills to pursue learning as a life-long process; knows how to study effectively; knows how and where to obtain additional training and education and possesses the ability and desire to use the learning resources of the community.	6	7	5	6
5. . . .				
6. . . .				
7. . . .				

*For the sake of the response sheet, the definitions must be short and concise. You may choose, however, to accompany each sheet with an expanded definition of each goal. Career Development may include, for example:

-Knows how to properly plan and follow a program of study.
-Has a marketable skill when he leaves high school, even though he may plan to go on for further education.
-Knows how and where to seek employment and is able to apply for a job and participate in a job interview.
-Is able to function as a follower, a co-worker and a leader in work.
-Has the decision-making skills to choose realistic life-goals.
-etc.

And a similar response sheet for various grade levels:

B. Please indicate the extent at which each educational level is assisting students to achieve these goals. Indicate extent to which assisting with the following number system:

- Little or None - 1-2-3
- Some Extent - 4-5-6
- Great Extent - 7-8-9

TARGET LEVEL GOALS / LEVELS	Kindergarten	Elementary 1-5	Middle or Junior High 6-8	Senior High 9-12
1. Communication Skills The student is able to listen, speak, read (comprehension, word recognition skills, reference skills) and write legibility, sentence structure, paragraphing, etc.). He understands that basic skills in this area are necessary to be able to do most things of importance in modern society.	9	7	5	5
2. Self-Understanding The student understands and respects himself - his abilities, interests, values, aspirations, and limitations. For example, he is able to set personal goals; recognizes his importance as a member of society; is able to maintain individual integrity in group relationships and has a personal philosophy of life.	7	6	4	5

(continued on next page)

3. Career Development The student is being prepared in the necessary skills for further study or for entry directly into the world of work.	1	2	4	4
4. Preparation for Life-Long Learning The student possesses the attitudes and skills to pursue learning as a life-long process; knows how to study effectively; knows how and where to obtain additional training and education and possesses the ability and desire to use the learning resources of the community.	5	4	4	7
5. . . .				
6. . . .				
7. . . .				

Data collected from such response sheets provides information adequate to arrange your goals in order of importance and select a target level and population for attention. In this particular example, we can see that adding the numbers left to right on sheet A and B, we get

	A	B	T
1. Communication Skills	28	26	54
2. Self-Understanding	23	22	45
3. Career Development	12	11	23
4. Preparation for Life-Long Learning	24	20	44

This suggests that across the board, career development seems to be the weakest area (lowest total) with Life-Long Learning and Self-Understanding a close second and third. From this simplified example, the system would arrive at the following prioritized list:

1. Career Development
2. Preparation for Life-Long Learning
3. Self-Understanding
4. Communication Skills
5. . . .
6. . . .
7. . . .

In order to choose the particular target level and population for attention, simply calculate a mean or average for each response in each column under each category. Our sample suggests the following problem areas

1. Career Development
    a. Handicapped (with general and disadvantaged close behind)
    b. Kindergarten and Elementary
2. Life-Long Learning
    a. Disadvantaged
    b. Elementary and Junior High

3. Life-Long Learning

   a. Disadvantaged and Handicapped

   b. Elementary and Junior High

4. Communication Skills

   a. Disadvantaged and Handicapped

   b. Junior and Senior High

5. . . .

6. . . .

7. . . .

We now have a priority list of needs areas with accompanying target levels and populations. The task now is to verify the needs in each of these areas and to identify specific target skills which should be attended.

VERIFYING STATUS

This step has two purposes:

a. To verify that the priority goals do, in fact, represent critical needs areas in the system's educational structure and

b. To identify as far as is possible specific skills within each goal category which may need special attention.

Verification of the priority goals and identification of specific skills needing attention can often be accomplished through the same means. The means might include

- a survey of standardized test results
- special standardized tests administered for this particular goal
- statewide testing data
- questionnaires and surveys of community and school personnel
- formal or informal interview schedules of appropriate personnel

Given our highest priority need in the example, career development, we might find verification in

- Administration of the "Wisconsin Survey of Problem Solving and Critical Thinking Ability." Levels 1, 4, 9 and 12 indicate our students in grades 9 and 12 average 25 per cent below the national norm, and in grades 1 and 4, 65 percent below the national norm.

- Questionnaire results show that 44 percent of our senior class has no plans after graduation and 31 percent has only general plans.

- An informal instrument, designed by our department, indicates our senior high students have a level of understanding of the world of work well below that considered necessary. Career skills and knowledge among our kindergarten and elementary students is practically nil.

Using this process, each of the general goals originally compiled as a point of departure can be converted into specific objectives for educational improvement. The final statements of student needs are then recommended by the superintendent to the board for approval. Once adopted, these should be inserted under Part I on the application.

Upon request, the Georgia Department of Education will provide a student needs assessment resource package. To obtain this package, write to:

Educational Improvement Unit
Division of Program and Staff Development
Office of Instructional Services
Room 250, State Office Building
Atlanta, Georgia 30334

PLANNING EDUCATIONAL IMPROVEMENT PROGRAMS

Once priority student needs have been determined, the next step is to select an educational improvement activity which will be successful in meeting the particular student needs in question. This discussion of the selection of educational improvement programs is to assist local school officials in completing Part II of the Program Application (see Appendix A).

WHAT IS AN EDUCATIONAL IMPROVEMENT ACTIVITY?

An educational improvement activity is an activity designed to meet the particular student need in question. It can be especially effective in improving performance in three ways.

- Improving the performance of both new and existing educational personnel - If one accepts the premise that "educational expertise is based on personal knowledge," then the most immediate way of improving education is to provide personnel with new knowledge, skills and attitudes to help them perform better.

- Incorporating new knowledge and techniques into the curriculum and the instructional process - Since each student is different, the curriculum and instructional approaches must reflect the individual needs of each student. The school curriculum and instructional approaches must become more flexible in facilitating essential desired learning.

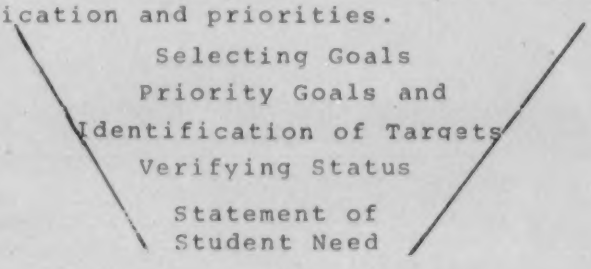
- Applying better management techniques at each educational level - For improvement to take place to any degree beyond the single classroom, the administration must demonstrate leadership in the change process. This aspect is considered critical.

WHY IMPLEMENT AN EDUCATIONAL IMPROVEMENT ACTIVITY?

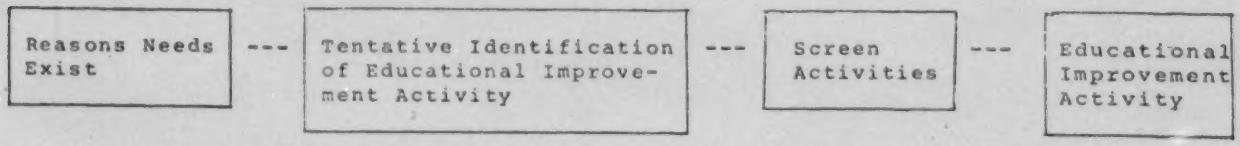
Staff development can easily become an end in itself. Purposeful staff development must be directed at making specific changes in practice, methods, curriculum content, material and organization that are judged to improve student achievement if implemented. Without first deciding what is to be changed in the classroom, staff development will not result in any educational improvement.

SELECTING AN EDUCATIONAL IMPROVEMENT ACTIVITY

The process of designing a valid staff development program thus far has been to telescope in on student needs via a process of goal identification and priorities.



The next step in the staff development process involves first examining the reasons that the student need exists to provide the primary input for the tentative selection of an education improvement activity. Once a program has been tentatively selected, it should be screened to be sure that it is adequate for your needs and that its requirements and costs are feasible for adoption. The results of this screening process should produce a final decision on an educational improvement activity. Below is a continuation of our model incorporating this process.



REASONS NEEDS EXIST

The primary reason for a check of this kind, at this point, is that it may be that a system does not actually need to carry out as extensive a staff development program in the particular need area as might appear at first glance. Realignment or reallocation of existing personnel, funds or material may be more appropriate. Teachers or administrators may not be using material or expertise that already exists in a system. Essentially, the check should give some indication of the extent of staff development needed in a particular area, given what the system already has at its disposal. The following are examples of elements of a school system structure which could be examined in determining why student needs exist.

- Methods - Are teaching methods consistent with present objectives and materials now in use (or presently available)? Are all staff adequately trained in the most current methods? Are teachers working in the area in which they have the most expertise?

- Curriculum and Content - Does the curriculum reflect present-day demands on effective citizens in this (these) particular problem area(s)? Is it consistent with the methods presently used in teaching? Are all materials and approaches presently available being utilized? Have present curriculum and content been examined for possible revision within existing bounderies?

- Materials - Do efficient procedures exist for informing educational personnel of materials on hand or when new materials come in, and how to use them? Are present materials consistent with present objectives, methods and curriculum?

- Organization - Is the present organizational structure being used effectively? Does the educational leadership have a working knowledge of the problem area in order to provide leadership? Could the present organizational structure be re-structured to ease or elevate the need?

. Community - Are all possible community resources being utilized in the need area? Is the community being informed of the existence of the need area and their help solicited?

. Funding - Are present monies being deployed efficiently in the need area? Have funding priorities in the need area and related areas been examined for possible relocation to help in the need area?

Once the probable causes of the need have been outlined, any educational improvement activity eventually chosen will have a much greater chance of success because it will be aimed at those causes.

IDENTIFICATION OF POSSIBLE IMPROVEMENT ACTIVITIES

The following are possible alternative resources for alleviating the causes and meeting student needs.

. A list of validated educational improvement programs is available from the Georgia Department of Education. To obtain the list, write to:

Educational Improvement Unit
Division of Program and Staff Development
Office of Instructional Services
Room 250, State Office Building
Atlanta, Georgia 30334

. Staff Development: Sources and Resources, an annotated bibliography, contains numerous publications either outlining or referring to staff development activities and programs. (Available from above address).

. Procedures and Patterns for Staff Development Programs, another State Department of Education publication, contains details of a number of existing Georgia staff development programs.

. The state department can provide brief summaries of all existing staff development and Title III projects in the state.

. Another source might, of course, be an uniquely-devised program which you develop or with which you are familiar from other systems.

. A final source might be other educational improvement programs which may be found in publications.

SCREEN ACTIVITIES

Not all possible activities can be practiced or are feasible in a given situation. Therefore, it is necessary to subject each suggested activity to a screening procedure. To validate this selection, the system should compare each possible alternative with its needs statements, objectives and resources. The relative merits of program options might be rated on such points as

- Relative advantages - Why does this program meet the system's needs better than others?

- Compatibility - How well does this program fit in with the philosophies and values of the staff, parents and community?

- Complexity - How involved is this staff development process? What has to be done to this project to get it ready for the system's schools? What is the first stage? the second stage?

- Financial costs - What is the cost per unit? What present costs will be eliminated? What additional costs will be incurred? What sources are available for funding? Can continuation costs be assumed locally?

- Time factors - How much and whose planning time and daily operational time is involved? When is the best time to install? How long will it take to get the innovation working?

- Space requirements

- Magnitude of innovation - How much change or revision will be required?

- Support needed - What will be required in the way of staff development, organizational changes, instructions, supplies and equipment?

Any element in the screening process, depending on its magnitude, may require reconsideration by the steering committee of all or part of the selection process. At this point the committee, with the advice of the educational community, is most likely to have to make a commitment based squarely upon educational values, especially with items like relative advantages, compatibility, complexity, time factors and magnitude of the innovation.

The results of the selection process, supported by comprehensive screening, will produce educational improvement activities and/or programs.

The identified improvement programs should be entered in Part II of the Program Application.

DETERMINATION OF COMPETENCIES NEEDED BY EDUCATIONAL PERSONNEL

The purpose of discussion here is to assist local school officials in completing Part III of the Program Application. Developing educational personnel competencies is essential to meet perceived student priority needs.

WHAT ARE COMPETENCIES?

Competencies are sets of knowledge, skills and attitudes believed essential in achievement of specified goals by learners.

WHAT ARE THE DIFERENT TYPES OF COMPETENCIES?

Knowledge: The understanding of the essential facts, concepts, principles, methods and material of a specific area. May also mean awareness of a field of study through informal academic experiences (workshops, training sessions, etc.).

Judgment: Power to size-up, compare and come to a decision about something.

Skill: Ability to perform certain tasks and utilize certain techniques considered essential to job; know-how.

Attitude: The mental and emotional process of placing value upon something. Attitudes may be positive, negative or indifferent.

(See Appendix D, Examples 1 and 2 for specific examples of different types of competencies).

WHY ARE COMPETENCIES NEEDED BY EDUCATIONAL PERSONNEL?

- For any staff development activity to be directed toward a given educational improvement outcome, it is essential the competencies be specified; otherwise, destination has been specified without providing the means of arriving there.
- Specified competencies become outcome objectives for staff development.
- Specifying competencies enable local system personnel to establish a basis for assessing effectiveness of those conducting staff development.
- Specifying of competencies insure job-relatedness.
- Specifying competencies insures teachers' participation in staff development is meaningful.

HOW ARE COMPETENCIES NEEDED BY EDUCATIONAL PERSONNEL DEFINED?

Using the framework of areas of competencies already defined in this section, seek answers to the following questions

. What do educational personnel need to know in order to implement program?

Suppose a system wanted to implement an individualized reading program. The teacher would need to be familiar with various individualized reading programs in order to choose the best one. Also, if the teacher's background in reading is strictly traditional he would not be familiar with the concepts, objectives or the value of an individualized program.

A principal would also need to understand the concepts, objectives and value of individualized reading programs, or he would not be able to provide instructional leadership. A principal would need to understand that individualized reading programs may require different staffing patterns, different pupil/teacher ratios, etc. These programs often involve additional, specific materials, which would call for budgetary decisions. Without understanding what these programs entail a principal would not be able to make informed decisions.

Central office personnel also need to understand what is required to implement these programs in order to provide adequate backup. Some may have the requisite understanding. Others may not. If they do not, this is an area that requires in-service development.

. What kinds of judgments do educators need to be able to make in order to implement program?

Consider the decision-making skills needed in the following areas

1. Student needs assessment
2. Outcome expectations (projected results)
3. Instructional program
4. How to get things done
5. How to get the things you need
6. Evaluation

(See Appendix D, Examples 1 and 2)

. What skills are needed to implement the program?

Think this out logically. If a system wants an individualized reading program, it needs to know the individual student's reading deficiencies. A teacher must be able to administer diagnostic tests to individual students and be able to interpret those results in terms of the individual's needs. What other skills are needed? For assistance, see Appendix D, Example 3.

. What attitudes are needed to implement the program?

It takes time, teamwork and interest. Teachers who prefer to work alone, or are lukewarm about educational improvement, do not possess the positive attitudes needed. Choose teachers who already possess the desirable attributes for this program. How-

ever, you may decide to motivate interest and develop positive attitudes in staff. See Appendix D, Examples 1 and 2.

Secondly, also contact other educational personnel who have initiated the educational improvement activity to share ideas.

Get key personnel from local systems together and brainstorm answers to questions on needed knowledge, skills, attitudes, etc. State competencies identified in this session and inventory for agreement along a broader base (See Appendix D, Example 5).

Study the following examples:

Appendix D, Example 1
Example 2
Example 3
Example 4
Example 5
Example 6

DESIGNING A STAFF DEVELOPMENT PROGRAM

This section of the guide will help you complete Part IV of the Staff Development Program Application.

WHAT ARE THE ESSENTIAL ELEMENTS OF A SUCCESSFUL STAFF DEVELOPMENT PROGRAM?

- Teacher involvement - Teachers should be involved in the planning stage as well as the implementation stage.
- Student needs - The beginning point of a meaningful staff development program should identify student needs as a result of a comprehensive assessment.
- Program improvement activities - Staff development should aim at implementing specific local activities or programs.
- Individualized - Staff development programs should be designed to meet the unique needs of each local professional.
- Pre-assessment - Staff development programs should be built on pre-assessed needs of each participant.
- Pre-stated objectives - Behavior teachers are expected to demonstrate should be pre-stated.
- Modeling - Staff development instructional approach should model the process educational personnel are being prepared to implement.
- Integration of knowledge into practice - The staff development training design should have strategies to convert new knowledge into practice.
- On-the-job performance - Assessment should be based on educational personnel demonstrating desired behavior on the job.
- Administrative support - Essential materials, schedule modifications and support systems should be provided.
- Feedback - Participants should be assessed continuously throughout the staff development program and should be told how well they are doing in terms of desired performance.

WHAT ARE THE POSSIBLE ALTERNATIVES FOR LOCAL SCHOOL SYSTEMS IN DESIGNING STAFF DEVELOPMENT PROGRAMS?

- Approved graduate programs operated by Georgia colleges are designed to meet local school system improvement activities as related to identified student needs. The local school system could pay the tuition cost (in-state institution) for selected groups to participate in an approved graduate program.

. Individual graduate programs in which each individual pursues an advanced degree or certification and develops an individual program of study to meet identified student needs.

  The school system could pay the tuition cost (in-state institution) for selected participants to pursue college courses designed to meet local needs (see Appendix E for forms to be used with this approach.)

. Independent study involves a selected staff member contracting for an individualized program of instruction with the local school system. This alternative is based on an individual needs assessment as related to student needs. If college credit is desired, the local school system could pay in-state tuition cost.

. Contractual staff development activities is when the school system contracts with an outside agency to provide educational experiences for improving competencies of selected staff members. This educational experience could be provided in the local school system.

. School-based program - The local school system elects to concentrate on an entire school, but in a specific program area. The local school system could elect to provide release time for staff members in this school by using staff development funds to pay for substitute teachers. This program could be on a contractual basis with an institution of higher education.

. Program-based - The local school system elects to concentrate on one program area throughout the system. For one example, the program could be to improve all first-grade teachers' diagnostic skills of reading.

. Locally conducted staff development activities - The local school system provides the educational experience using local instructors. College credit is not offered.

. Title III approach to staff development - The local school system decides on validated Title III project as its educational improvement program.

. Vocational staff development approach - Vocational staff members are provided the opportunity to receive training in industry in their field for short periods during the summer. For example, the teachers in auto mechanics are sent to General Motors for training on anti-pollution devices. Such updating procedures must focus on individual teacher needs. Similar activities could be arranged for other school personnel.

. Combination of any of the approaches.

WHAT PROCEDURES SHOULD BE FOLLOWED IN DESIGNING A STAFF DEVELOPMENT PROGRAM?

Some suggested procedures follow.

- Gather data to assist in designing the staff development program. Include
  - a list of identified student needs,
  - a list of goals for identified student needs,
  - a list of competencies needed by educational personnel for meeting identified student needs.
- Determine which staff members are directly related to the identified student needs.
- Determine the resources, materials and funds available for program operation.
- Select a staff development design best suited to meet the identified student needs. Place the information on a chart for easy reference. (See Appendix F for an example).
- Negotiate the contract if you use an outside institution for the educational experiences.
- Determine the dates for staff development activities (see Appendix F for an example).
- Determine the facilities needed for the program, and make arrangements. (See Appendix F for an example).
- Provide schedules for all participants.
- Complete and submit staff development application to State Department of Education for approval.
- Write an article for the system or county newspaper on your staff development. Publicize staff development activities through the local newspaper, radio or television.
- Proceed to operate educational experiences for participants as planned.

WHAT ARE SOME POSSIBLE TIME SCHEDULES?

Some possible time schedules are

- Afternoons or whole days during the pre-planning period,
- Afternoons or whole days during the post-planning period,
- Staff development days without students during the school year, and
- Release time during school days using staff development funds to pay substitute teachers.

ADMINISTRATIVE LEADERSHIP, RESOURCES AND PROCEDURES FOR IMPLEMENTING THE STAFF DEVELOPMENT PROGRAM

This section relates to Part V on the Staff Development Program Application. Administrative leadership must not be neglected for a successful program.

WHAT IS MEANT BY ADMINISTRATIVE LEADERSHIP?

"Administrative leadership" designates the procedures, policies and resources to support educational personnel as they develop competencies and implement innovations in meeting identified student needs in the local school system.

Administrative leadership procedures should include

- a procedure to provide input from all segments of society on the staff development program;
- a procedure for planning and developing educational activities on a continuous basis;
- a procedure for involving the administrative staff of a school and/or school system;
- a procedure for evaluating the staff development program on a continuous basis. (See Appendix G for procedures for a staff development program).

The administrative leadership policies should include

- procedures to enable educational personnel to develop the competencies and skills necessary to meet identified student needs,
- procedures for recognizing the achievements and innovations of participants toward meeting student needs.

Administrative leadership resources should include

- the funds (local, state and federal) to implement staff development,
- the materials necessary for the educational experiences developed for educational staff,
- the materials for implementing an educational improvement program in the local schools, and
- a list of individuals available to provide assistance in the development, implementation and evaluation of an educational improvement program.

WHY SHOULD THESE ADMINISTRATIVE LEADERSHIP PROCEDURES, POLICIES AND RESOURCES BE PROVIDED?

These administrative leadership procedures, policies and resources should be provided to

- assure educational personnel will have the opportunity to implement new procedures and innovations to meet identified student needs,
- assure administrative personnel will be involved and informed concerning new procedures and innovations to meet identified student needs,
- assure the school and/or school system is committed to the successful achievement of the goals and performance objectives of the staff development program as related to identified student needs, and
- assure educational personnel will be recognized for involvement, achievements and motivation toward meeting identified student needs.

WHAT SHOULD BE CONSIDERED IN DETERMINING ADMINISTRATIVE LEADERSHIP PROCEDURES, POLICIES, AND RESOURCES WHICH ARE NECESSARY TO ENABLE EDUCATIONAL PERSONNEL TO MEET IDENTIFIED STUDENT NEEDS?

Before determining administrative leadership necessary for program improvement, review previous experiences of local systems in improving educational programs so you can foresee possible problems and plan to avoid them. Studies have shown several factors seem to be common among programs which have failed, for example

- lack of involvement of teachers and administrators in the change process,
- lack of understanding of program operations,
- lack of an identified, qualified person to coordinate and direct the project whose authority is clearly understood by the total staff,
- lack of community involvement in understanding the program,
- lack of support from principals, superintendents and supervising personnel,
- lack of motivational incentives to participating staff members,
- lack of a plan to diffuse the concept throughout the system once it has been demonstrated,
- lack of single-mindedness of purpose - too many goals and objectives which are too broad in scope,

. lack of atmosphere and attitudes conductive to change, and

. lack of plan for evaluation of the staff development program.

An example of the administrative leadership procedures, policies and resources for a successful staff development program is shown in the chart on the next page. Each staff member should have a copy of his areas of responsibility in the educational improvement program.

ADMINISTRATIVE LEADERSHIP

Activity	School	Central Office	Institution Conducting the Educational Experience
Name of activity for educational improvement	1. Principal a. Participate in staff development activities b. Encourage and advise staff in carrying out their activities c. Implement flexible scheduling d. Request and obtain materials necessary for program implementation e. Supervision and coordination of program implementation in classroom activities 2. Teachers a. Participate in staff development activities b. Other 3. Auxiliary Personnel a. Participate in staff development activities b. Other	1. Superintendent a. Recommend administrative policies and procedures for educational improvement program b. Participate in staff development activities c. Provide a budget and funds as support for the program d. Provide for an evaluation of the program e. Provide leadership and continuing assistance to program f. Provide facilities for program g. Encourage and advise staff in carrying out their activities h. Recommend the educational improvement program to local board of education i. Provide materials and equipment for program operation j. Provide staff and staffing patterns which will insure program success 2. Supervisory Personnel a. Provide supervision and assistance in the educational improvement program b. Participate in the staff development activities c. Provide list of resources (materials and individuals) d. Assist with the evaluation of the educational improvement program e. Encourage and advise staff in carrying their activities	1. Administration a. Provide coordination of program b. Provide continuing assistance c. Provide administrative procedures which assist with program operation d. Provide for evaluation of program and evaluate e. Provide for credit and non-credit experiences 2. Instructors a. Encourage and advise staff in carrying out these activities b. Visit participants in their classrooms and provide assistance c. Provide an educational experience which is a combination of academic studies and practical applications d. Provide an educational experience which is aimed at established critical needs e. Provide for participant evaluation of educational experience

DEVELOPING AN EVALUATION PLAN

This discussion should help local systems develop a plan to evaluate the effectiveness of an educational improvement program. This section of the guide will help the local system complete Part VI of the Staff Development Program Application.

WHAT IS MEANT BY EVALUATION?

Evaluation is an assessment of how successful a program has been in achieving its objectives. It is a means to determine strengths and deficiencies for further planning and improvement in educational activities and personnel.

Meaningful evaluation must focus on the components essential to program implementation. These are student growth, educational personnel competencies and administrative leadership.

Student growth - Evaluating student growth means comparing student learning level at the completion of the educational improvement activity with anticipated student learning outcomes.

When it can be determined that student growth has reached the percentage specified in expected student outcomes the product outcomes have been achieved.

For usable feedback, compare current learning levels of students with expected learning outcomes periodically during the educational improvement activity.

Educational personnel competencies - Evaluating educational personnel competencies means comparing the performance of educational personnel at the end of the program against expected process outcomes, such as expected improvement or development of specified knowledge or skills.

When it can be determined that skills needed by educational personnel to implement program are actually being used then process outcomes have been achieved.

For purposes of usable feedback, compare current educational personnel performance with desired performance periodically during the educational improvement activity.

Administrative leadership - Evaluating administrative leadership means assessing whether the support services specified as necessary for successful implementation program are in fact being provided.

WHY IS EVALUATION NECESSARY?

To maintain an educational improvement program, evaluation is necesary. Assessing the strengths and deficiencies of a program will give feedback for further planning and organizing to achieve the objectives.

Assessment should focus on several main components, if you expect to get usable feedback. These are

. Student growth - Improved student learning is the primary long-range objective in any educational improvement program. It is the prime indicator of whether other components in the program have been effective, or whether attention must be focused on ways to improve the program in order to achieve this primary objective.

. Educational personnel competencies - A program cannot be successful without the skills needed to do the job. Assessment of those skills will tell how effective their role is in the program, or whether further staff development is needed.

. Administrative leadership - A program cannot be successful without necessary backup support. Channels must be open and functioning in this area.

If assessed areas are not, there will be "blind spots" in planning and implementation.

HOW DO YOU DESIGN AN EVALUATION PROGRAM?

First, specify procedures and instruments to be used in assessing student growth, educational personnel competencies and administrative support.

Evaluating student growth - Specify pre-assessment procedures and instruments for determining student needs. (See guidelines in attachments to Part I of your application)

Specify procedures and instruments to determine whether process outcomes (competencies) have been achieved. (See Appendix H)

Evaluating educational personnel competencies - Specify procedures and instruments to determine what competencies personnel already have.

Specify procedures and instruments to be utilized in determining that process outcomes (competencies) have been achieved. (See Appendix I)

Evaluating administrative leadership - Specify procedures and instruments for evaluating the role of principal, central office and those in higher education in the staff development program. (See Appendix J)

Secondly, analyze results. State how the system plans to relate data from those three components to each other in light of expected outcomes.

Third, state how this related data will be used for further staff and personnel development.

S E C T I O N F O U R

STAFF DEVELOPMENT FUNDS
FOR
CAREER AND VOCATIONAL EDUCATION

SECTION FOUR

Staff Development Funds for Career and Vocational Education

LOCAL SYSTEM USE OF THESE FUNDS

PURPOSE

Funds from this source may be used to help local systems train staff to implement comprehensive career and vocational education programs and to more effectively prepare disadvantaged or handicapped students for employment. Such comprehensive programs are reflected in the annual Local Plan for Career and Vocational Education and the Comprehensive High School Agreement.

FUNDING ARRANGEMENTS

Local systems indicating they intend to utilize part (but not all) of the system's state staff development allotment or an equal amount of local funds to train system staff to implement comprehensive career and vocational education programs (Grades K-14) and/or to prepare disadvantaged or handicapped students for employment may be awarded vocational education funds on a dollar-for-dollar matching basis.

Local systems indicating they intend to utilize their entire state staff development allotment or an equal amount of local funds to train system staff to implement comprehensive career and vocational educational programs (Grades K-14) and/or to prepare disadvantaged or handicapped students for employment may qualify for vocational education funds at a two-to-one dollar matching ratio.

If requests for vocational education staff development funds exceed the funds available, priority will be given to systems making the greatest committment.

DESCRIPTION OF EACH TRAINING ACTIVITY

Proposed local plans for staff development must adequately describe each training component in terms of: (1) number of vocational or career education personnel to be trained, (2) types of vocational or career education personnel to be trained (e.g. industrial arts teachers, high school principals, counselors, CVAE Coordinators, etc.) and (3) a description of each training component (e.g., general content or objectives, anticipated length and dates of each training activity, name and address of anticipated training agency, etc.).

Local systems must adhere to fiscal regulations of the Georgia Department of Education and maintain all fiscal records and support documents for audit purposes at least five years after the end of the project grant year.

REGULATIONS FOR THE EXPENDITURE OF VOCATIONAL AND CAREER EDUCATION STAFF DEVELOPMENT FUNDS

Funds may be used for the costs of in-service training for local personnel. Funds may be used to cover (1) tuition costs for in-service course work; (2) salaries for substitute teachers; (3) travel and subsistence costs of participants attending training sessions and (4) costs to an institution or agency for instructional or training materials and supplies needed to conduct training sessions.

Staff to be trained must be employed as administrative, guidance or teaching staff in state-approved comprehensive career and vocational education programs. VOCATIONAL FUNDS MAY NOT BE USED FOR STAFF TRAINING OF PERSONNEL EMPLOYED IN ELEMENTARY SCHOOLS (usually including grades 1-6 or 1-7). However, Grant-in-Aid funds may be used for this purpose.

Expenditures may cover institutional or agency costs for instructors' salaries (NOT secretarial or administrative salaries) benefits, consultant fees (not to exceed $100 per day) and actual travel and subsistence expenses according to state travel regulations to carry out needed in-service training for local personnel.

NOTE: Personnel employed by the State of Georgia (Georgia Department of Education or University staff) are ineligible for payment as consultants.

- Payments with these funds to institutions or agencies for overhead or indirect costs for the purchase of equipment of any kind are not allowable expenditures.

- Vocational and career education funds under these grants may cover expenditures from July 1, 1975 through June 30, 1976.

REIMBURSEMENT PROCEDURES FOR VOCATIONAL AND CAREER EDUCATION FUNDS

Funding and budget procedures will be made available at the time the local system is notified of its grant award.

APPLICATION PROCEDURES FOR VOCATIONAL AND CAREER EDUCATION FUNDS

Local systems intending to use their entire state staff development allotment or an equal amount of local funds to train system staff to (1) implement comprehensive vocational and career education components and/or (2) to prepare disadvantaged or handicapped students for employment must

Complete ONLY the regular Staff Development Program Application (DE Form 0395, Jan., 1974).

Local systems that intend to use a portion of their state staff development allotment or an equal amount of local funds to train local staff to (1) implement comprehensive vocational and career education programs and/or (2) to prepare disadvantaged or handicapped students for employment must

(1) Complete the regular Staff Development Program Application (DE Form 0395, Jan., 1974) for state staff development funds; and

(2) Complete the supplemental Vocational Education Program Application (DE Form 0412, Feb., 1974) for vocational and career education funds.

Attach to regular Staff Development Program Application (DE Form 0395, Jan., 1974) and Return To:

Director, Division of Program and Staff Development
Georgia Department of Education
231 State Office Building
Atlanta, Georgia 30334

LOCAL STAFF DEVELOPMENT SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAM APPLICATION

AGENCY SUBMITTING APPLICATION: ☐ Local School System

☐ CESA

SCHOOL SYSTEM: _____

CESA: _____
(Name Systems Involved:)

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

NOTE: If additional pages are needed to complete Items I - VI on this application, please attach.

I. List those critical student needs selected as priority areas as a result of a systematic needs assessment. (List only those needs which the local system plans to meet through career and vocational staff development activities and programs.)

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

II. Identify educational improvement programs in curriculum, instruction, or administration, which are related to career and vocational education components or programs, that will be implemented to meet each of the student needs identified in Item I (above).

_____

_____

_____

_____

_____

III. Identify local educational personnel competencies needed to implement the educational improvement programs identified in Item II.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

IV. Staff development activities for local personnel to implement career and vocational education programs.

For each proposed training activity: (Identified in Item III above)

A. Identify the number and kind of personnel to be trained; and

B. Describe the training activity in terms of its basic intent, specific training objectives, length, training dates, and the name and address of the training agency.

V. Identify administrative leadership procedures and resources for enabling educational personnel to develop and implement career and vocational education improvement components or programs as a result of the staff development program.

VI. Develop an evaluation plan to reflect long-range changes in the following areas:

A. Student growth

B. Educational personnel competencies

C. Administrative leadership procedures

Signed_____ Date_____
(System Superintendent/CESA Director)

Signed_____ Date_____
(Chairman of Local Board or CESA Board)

STATE BOARD OF EDUCATION

Date_____ Signed_____
Executive Secretary

Date_____ Signed_____
Chairman

Vocational Education
Staff Development
Budget Sheet

Budget Item		Source of Funds						
Training Activity (#1, #2, etc. as per Item IV on application)	Number of participants (By training activity)	State Grant	Vocational Education Funds*			Local Funds	Other	For State Use Only
			Reg.	D	H			

*Please separate Vocational Education Staff Development Funds according to Regular, Disadvantaged and Handicapped.

S E C T I O N F I V E

APPENDICES

Appendix A

STAFF DEVELOPMENT
PROGRAM APPLICATION

AGENCY SUBMITTING APPLICATION: /__/ Local School System

/__/ CESA

SCHOOL SYSTEM: _____

CESA: _____
(Name systems involved:)

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

I. List those critical student needs selected as priority areas as a result of a systematic needs assessment.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

II. Identify educational improvement programs in curriculum, instruct or administration which will be implemented to meet student needs

_____

_____

_____

_____

_____

DE Form 0325, Jan. 1974

III. Identify local educational personnel competencies needed to implement educational improvement programs.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

IV. Implementation of Staff Development Program

A. Name of Activities. Activity is used to identify a specific staff development activity needed by educational personnel to develop needed competencies.

B. Kind of Personnel. Identify the type of personnel which will be participating in each activity and the number of individuals involved.

C. Who will conduct staff development training for each activity?

D. When will each activity occur? (time schedule)

V. Identify administrative leadership, procedures and resources for enabling educational personnel to develop and implement educational improvement programs as a result of staff development program.

VI. Develop an evaluation plan to reflect long-range changes in the following areas:

A. Student growth

B. Educational personnel competencies

C. Administrative leadership procedures

Signed_____ Date_____
System Superintendent/CESA Director

Signed_____ Date_____
Chairman of Local Board or CESA Board

STATE BOARD OF EDUCATION

Date_____ Signed_____
Executive Secretary

Date_____ Signed_____
Chairman

BUDGET INFORMATION SHEET

The budget sheet is provided to assist local school systems in determining the areas of expenditures which are necessary for successful operation of the education improvement program. An accounting procedure of state grant funds for staff development must be provided at the local school system level according to the requirement in the Georgia Accounting Handbook for Local School Systems. If there are questions concerning these procedures, please contact the Financial Review Section, Georgia Department of Education, Atlanta, Georgia 30334.

State grant funds for staff development may be used for budget categories such as administration (suggest that not more than 5% of state grant funds for staff development be used for administration); program operation areas such as contracts for training; individual grants for tuition and books and materials; contracts for services; substitute teacher salary; and evaluation.

State grant funds for staff development may not be used for items such as equipment or tuition above the cost of state colleges and universities per five (5) quarter hour course and college activity fees.

The major emphasis of the state grant funds for staff development should be in the area of training activities.

Staff Development
Budget Sheet

Budget Item		Source of Funds						
Activity	Number of Participants or Items	State Grant	Vocational Education Funds*			Local	Other	For State Use Only
			Reg.	D	H			
TOTAL(S)								

*Please separate Vocational Education Staff Development Funds according to Regular, Disadvantaged and Handicapped.

Appendix B

SUGGESTED PROCEDURES FOR CERTIFICATION RENEWAL

I. Frame of Reference

The new certification policies state that professional educational certificates may be renewed upon completion of ten (10) quarter hours of supplementary graduate credit or the equivalent in-service training in an area of assessed need upon approval of a local staff development plan.

The State Plan for Staff Development makes it possible for LEA's or CESA's to develop local staff development programs whereby local educational personnel can earn the equivalent of five (5) quarter hours of credit annually for certification renewal.

In order for local system superintendents to be able to recommend local educational personnel for certification renewal, the local system must submit the following information:

1. Performance criteria to be used as a basis for determining college equivalent and a procedure for applying the criteria.

2. A description of a record-keeping procedure to be maintained so as to verify the progress of each local educational person.

3. A procedure for obtaining and maintaining an individual staff development plan for each person participating in the Staff Development Program.

This information will be part of an approved local staff development plan.

II. Suggested Criteria for Development and Recording of Certification Renewal Credit

A. Participation in staff development activities alone will not provide a suffficient basis for certification renewal. Along with participation in staff development activities, there will have to be implemented improvement activities in the work setting. That is, certification renewal should be performance-based.

B. The staff development activities that will be accepted for certification renewal credit will include individualized study, group instruction, workshops, seminars, and mini-conferences. An individual must accumulate 100 hours of actual time spent in staff development activities which will be equivalent to ten (10) quarter hours of credit to be eligible for certification renewal. Certification renewal

credit will not be earned until an improvement activity in the work setting is verified by their principal or another designated person or group and certified by their superintendent.

C. Staff development activities should be planned in concert with the teacher(s) which reflects an assessment of the educational needs of staff members and should be directly related to student needs. Local systems could identify several student needs and improvement activities and the teacher(s) could choose the staff development activities and improvement activities that she feels best meets her needs and her students' needs.

D. Prior to the beginning of staff development activities, there should be on file in the local system an Individual Program of Study Plan for participants which will include statements of performance objectives based upon the agreed assessment of educational needs of staff members (example in Attachment A)

E. Staff development activities should be approved in concert with participant and participants' principal or supervisor and superintendent.

F. A Certification Renewal Individual Permanent Record is maintained for each participant by the local school system. (Example in Attachment B)

G. The permanent records should contain:

1. Name
2. Address
3. Social security number
4. School system
5. School system number
6. Staff development program title
7. Brief description of activity
8. Hours earned
9. Date completed
10. Training verified by instructor
11. Improvement activity
12. Date implemented
13. Verified by principal, supervisor, or CESA
14. Certified correct by local superintendent

H. Local systems could plan in concert with CESA's for staff development activities that could be used for certification renewal credit. The CESA's could coordinate local staff development for certification renewal which might include:

- Arranging for instructors
- Maintaining participant records such as the Individual Program of Study Plan and the Certification Renewal Permanent Record
- CESA personnel could aid in verifying that improvement activities have been implemented.

I. Evaluation procedures should be planned and include the following:

1. Process evaluation
2. Implementation of improvement activity

Evaluation procedures could be part of an Individual's Program of Study Plan for Certification Renewal. The Individual Study Plan should be developed before the teacher(s) participate in any staff development activities. The evaluation procedures should be developed by the local school system in consort with the teacher(s) and instructor(s) so that the teacher will know that she will be evaluated and the procedures that will be used to verify that improvement activities have been implemented. CESA personnel could aid in the evaluation process if the local school system wanted to include them. Verification of pre-determined educational improvement activity and date implemented would be record on teacher's Certification Renewal Individual Permanent Record.

III. Reporting Procedures for Certification Renewal

The local school system or CESA should duplicate the Certification Renewal Individual Permanent Record when an individual is requesting that his certificate be renewed. The local superintendent should mail a certified copy of the permanent record to: Georgia Department of Education, Teacher Certification Services, 229 State Office Building, Atlanta, Georgia 30334.

ATTACHMENT A

INDIVIDUAL PROGRAM OF STUDY PLAN
FOR CERTIFICATION RENEWAL

Name _____ System _____

Priority Area for Educational Improvement:

Staff Development Program Title:

Brief Description of Staff Development Activity:

Staff Development Activity Objective:

Performance Objectives for Implementing Educational Improvement:

Evaluation Procedure:

APPROVED:

_____ _____
Participant Date

_____ _____
Principal or Supervisor Date

_____ _____
Superintendent Date

ATTACHMENT.B

CERTIFICATION RENEWAL
INDIVIDUAL PERMANENT RECORD

Name	Street Address	City	State	ZIP

Social Security Number	Certification Number	School System	System Number

Staff Development Program Title	Brief Description of Activity	Hours Earned	Date Completed	Verified by (Instructor)	Improvement Activity	Date Implemented	Verification By

Total Hours Earned _____

_____ Participant

_____ Date

I certify that the above information is correct. _____ Superintendent

_____ Date

Appendix C

Guidelines for Approved Programs Which Relate to Local Needs

I. What is an Approved Program?

A program developed by a teacher education institution in a specific area for teachers or other professional school personnel. These programs are developed according to criteria approved by the State Board of Education and are submitted individually to the Board for approval. A student who completes a state-approved program is issued certification upon the college's recommendation.

II. Why Develop Approved Programs that Relate to Local Needs?

The development of approved programs by institutions of higher education in consortia with local school systems will make it possible for local staff development leading to higher levels of certification to emerge which relate to the goals, objectives and students' needs of a school system or combination of school systems.

III. How Do Local School Systems and Institutions of Higher Education Work in Consortia?

A. Representatives from the local staff development committee should contact appropriate officials at institution of higher education (I.H.E.) or vice versa.

B. Local school system(s) can enter into agreement with I.H.E. to cooperatively develop or restructure a graduate teacher education program to assist local educational personnel to meet critical student needs as identified in local needs assessment.

C. Appropriate officials of local system(s) and I.H.E. should appoint personnel to serve on a steering committee to plan and develop approved program(s) for higher levels of certification which relate to local needs.

D. Local school system(s) should secure all available data such as the results of needs assessment, number and type of educational personnel involved, possible instructional activities and other information.

E. Institution(s) of higher education should secure all available data concerning the teacher education program(s) such as Application(s) for Approved Program(s) (ITE-13) as approved by the Georgia Department of Education, N.C.A.T.E. or state evaluation of program(s), course outlines and other information.

F. These two sources of data will be the basis for planning an approved program that relates to local needs.

IV. What Are The Procedures For Submitting Revised Teacher Education Approved Programs?

A. Institution(s) of higher education submitting revised programs developed in consortia with local system(s) would include the following information

1. A statement of program goals - A general statement of overall goals of the educational preparation program which should be correlated directly with identified goals and needs of the participating schools or systems.

2. A statement of program objectives - These statements should correlate directly with the preparation program's overall goals and should be categorized in some taxonomical structure such as cognitive, affective and psychomotor.

3. A statement of competencies - Competencies are essential for educational personnel to possess in order for the local system to achieve its project and process goals and objectives.

4. A statement of enabling objectives - These statements should lead to the attainment of specified competencies required to meet local needs.

5. Characteristics of humanism - The program should be a model characterized by humanism in which the educator, as a learner, encounters concern for the human being as he moves through the program.

6. A description of field experiences which shows a balance between theory and practical application of theory.

7. Individualized instruction based on a diagnostic and prescriptive process so that the program itself serves as a model of individualized instruction

8. Continuing education - Statements must specify a continuous plan of staff development.

9. Management and governance procedures - A general set of statements must specify the cooperative nature among program agencies of all planning, management and governance procedures.

10. Evaluative system - Statements must specify the preparation program, needs and aspirations of individuals within the program will be assessed.

B. Revised Teacher Education Approved Program should be submitted by I.H.E. to the Georgia Department of Education for approval at the following address:

Associate Director
Staff Development and Teacher Education Unit
Georgia Department of Education
302 State Office Building
Atlanta, Georgia 30334

C. Local school systems that are working in consortia with I.H.E. regarding programs for higher levels of certification should identify this arrangement in Part IV of Staff Development Program Application.

SPECIFYING EDUCATIONAL PERSONNEL COMPETENCIES
Appendix D, (Example 1)

General set of knowledge, judgments, skills and attitudes needed by educational personnel to implement an educational improvement program.

Competencies NEEDED TO DO THE JOB:	Knowledge	Skills: Judgments	Skills: Know-how	Attitudes
Teacher	1. Understands and applies facts, concepts, principles, methods, and materials in a field 2. Has awareness of field through relevant formal and/or informal experiences	1. Has interpretive skills: diagnosis of student needs: isolates problem areas and plans instruction 2. Has tactical skills: utilizes appropriate and varied instructional strategies (knows when to use what) 3. Problem solving/coping skills: adapts to new and/or confusing situations readily	1. Organizes classroom 2. Plans daily 3. Communicates clearly 4. Individualizes instruction 5. Manages classroom 6. Relates well to students 7. Monitors and modifies plans on basis of feedback	1. Has positive attitude toward students 2. Has positive attitude toward self (confident, purposeful, flexible, etc.) 3. Works effectively on a team 4. Is willing to assist in evaluation of school program and contributes to improvement efforts

Some Competencies defined by Professor W. Robert Houston, University of Houston

SPECIFYING EDUCATIONAL PERSONNEL COMPETENCIES
Appendix D, Example 2

General set of knowledge, judgments, skills and attitudes needed by educational personnel to implement an educational improvement program.

Competencies NEEDED TO DO THE JOB	Knowledge	Skills		Attitudes
		Judgments	Know-how	
Principal	Familiarity with Management by objectives	1. Effective use of time and staff 2. Instructional leadership	1. Problem-solving skills 2. Organizational skills 3. Motivating skills 4. Effective utilizing of resources 5. Budgetary and staffing skills 6. Leadership skills in program planning and implementation	1. Desire to meet critical needs of school 2. Desire to improve instructional program 3. Openness to innovative techniques in instruction and management

APPENDIX D, Example 3

SPECIFYING EDUCATIONAL PERSONNEL COMPETENCIES

A. Stating Objectives (desired outcomes)

Suppose the system's needs assessment has determined that the number one student need in the system is to improve basic reading skills in students.

State that student need as an instructional objective in measurable (assessable) terms.

Over a three-year period of time the student growth should reflect increase in reading achievement of the student as determined by tests (individual or group) and observation.

B. Consider the question, "What knowledge, skills, judgments, know-how and attitudes are needed by personnel to implement any program?"

C. Consider the question, "What instructional skills are needed to implement this program?"

State needed instructional skills (competencies) in terms of desired performances. For example

1. Teacher administers at least two diagnostic tests to students.
2. Teacher interprets the results of the diagnostic tests given to students.
3. Teacher has knowledge of materials available on individualized reading instruction.
4. Teacher is familiar with other reading programs which could be adopted to available materials.
5. Teacher develops individualized reading programs using the results from diagnostic tests.
6. Teacher implements the individualized reading program utilizing available material.

These identified skills should be entered in Part III of the Program Application.

State skills in performance terms that are needed by administration to implement program. For example

1. Utilizes scheduling procedures necessary to implement the individualized reading program

2. Utilizes staffing patterns necessary to implement the individualized reading program

3. Understands procedures in the policy handbook for the local school for providing material for all levels to implement the individualized reading program

4. Necessary procedures to implement the individualized reading program which have been developed and published in the local school board policy book are provided to the school

5. Reorganization and supervision necessary to implementation and operation of the individualized reading program is provided

These skills should be entered in Part III of the Program Application.

APPENDIX D, Example 4

SPECIFYING EDUCATIONAL PERSONNEL

Stating More Difficult Objectives

Suppose the needs assessment has determined that the top student need of the system is to improve student self concept.

A. State affective objectives (desired outcomes) in measurable, assessable terms.

In three years' time students should demonstrate a more positive attitude toward self, school and others by

1. experiencing reduced sense of failure
2. better attendance record
3. decreased drop-out rate
4. increased participation in class
5. decreased extent of disruptive behavior in class

Teachers with general skills and attitudes described in Appendix E, Example 1 have been identified.

B. State needed skills (competencies) in terms of desired performances which are needed to implement this affective program. For example

Management

1. Uses positive reinforcement patterns with students
2. Manages classroom environment
3. Manages deviant behavior

Instruction

1. Establishes set (motivation, transitions, classroom environmental conditions) varied and appropriate activities (for analogy through stories)
2. Employs a variety of instructional strategies (programmed instruction, games and simulation)
3. Utilizes instructional materials and resources
4. Individualizes instruction
5. Plans activities with children

Communication

1. Counsels students with personal problems
2. Asks higher-order questions
3. Presents instruction using inductive and deductive procedures
4. Gives clear, explicit directions to students
5. Responds to "coping" behavior of students
6. Identifies clues to student misconception or confusion

Interpersonal

1. Builds self-awareness and self-concepts in students
2. Develops understanding of cultural pluralism concepts in students
3. Demonstrates sensitivity to others

Evaluation

1. Monitors classroom interaction and modifies plans on basis of feedback

C. Repeat administrative competencies provided in Model I. These skills should be entered in Part III of the Program Application.

These competencies have been specified by Professor W. Robert Houston, University of Houston.

APPENDIX D, Example 5

SPECIFYING PROCESSES FOR EDUCATIONAL PERSONNEL

A. Stating Process Objectives

Suppose the school system needs assessment has uncovered student needs such as a feeling of inadequacy in planning and implementing school and career decisions, failure to see the relevance of school, or difficulty in making a successful transition from school to work or post-secondary education. The system has determined that a comprehensive program of career education would assist in meeting these student needs.

State a programmatic change (in this case career education) as a process objective in measurable (assessable) terms.

Over a three-year period of time, all classroom teachers will have incorporated activities and resources into their subject area context which will facilitate the career development of students. Within three years, staff roles at the secondary schools will be adjusted to operationalize a total school approach to job placement and work experience programs.

B. Consider the question, "What knowledge, skills, judgments, know-how and attitudes are needed by personnel to implement any program?"

C. Consider the question, "What instructional processes will be implemented in career education?"

State needed competencies in terms of desired processes. For example

1. Teacher draws from students' environment to design learning experiences which relate to real life problems and decisions and to adult situations and goals

2. Teacher utilizes the community as a learning laboratory for students on small group or individual assignments

3. Teacher uses resource people from the community to teach subject area concepts as they relate to career fields

4. Teacher organizes experiential learning activities which apply academic concepts to concrete examples

5. Teacher organizes learning activities to include roles which reward psycho-motor, affective and cognitive skills

6. Teacher rewards students for activities outside the school which provide career-related learning experiences

7. Teacher conducts small group guidance sessions to assist students in clarifying career-related goals, values and objectives

8. Teacher constructs a learning environment which maximizes the opportunity for students to make decisions regarding their own learning and behavior

9. Teacher uses career-related materials in the class

10. Teacher develops individualized activities to further the student's awareness of his own interests, aptitudes, values and needs

11. Teacher relates concepts and skills of one subject area to those taught in other academic areas.

These identified skills should be entered in Part III of the Program Application.

State skills in process terms that are needed by administrators to implement career education. For example

1. Develop a public involvement program to encourage school-community cooperation in program development and implementation

2. Involves total staff in planning career education

3. Utilizes scheduling procedures necessary to implement team planning for teachers and community learning experiences for students

4. Adjusts school credits, honors, and record-keeping system to give students recognition for career-related experiences beyond the school

5. Organizes placement program as a total school effort

6. Constructs a flexible schedule which permits secondary students freedom to blend existing curriculum options into new course combinations that lead to personal career goals, progressing at individual rates

7. Encourages an educational program that provides students with the basis and skills for decision-making.

These examples of processes in career education should be entered in Part III of the Program Application.

A simple instrument for
(a) seeking broad agreement and involvement in specified competencies
(b) refining specified competencies

PROCESS CHART FOR REFINING COMPETENCIES (of teachers, of principal, of curriculum director, etc.)

Tentative Statement on Knowledge, Skills, etc. needed to implement program	Agree? or Disagree	Could Agree if Statement Was Changed to Read.....
1.		
2.		
3.		

Additional Needed Competencies

Modified from instrument in STRATEGIES AND RESOURCES FOR DEVELOPING A COMPETENCY-BASED TEACHER EDUCATION PROGRAM W. Robert Houston University of Houston

APPENDIX E

The following forms may be useful in setting up individual staff development plans. The individual staff member could be presented a list of strategies that have been identified as priority areas for educational improvement by the local system. After conferring with his supervisor, he decides which of the strategies will help him to develop needed competencies and proceeds with his individual staff development plan.

The Program of Study Plan requires the individual to discuss his needs and selected priority area for study with his college advisor. Together they plan the educational experiences to make up the program of study which will be most relevant to the individual's needs. If the program of study will not be conducted by a college, the form could be revised so that the staff member works with his supervisor or coordinator working with local staff development.

Upon completion of his study, the individual will design an Applied Learning Plan for the Academic Year with the assistance of his college advisor and principal/supervisor. This plan will allow him to relate this study to his work assignment.

The Follow-Up will assist the individual in recognizing the accomplishments of his objectives as stated in the Applied Learning Plan and in assessing the program of study in terms of its relevance to his needs.

APPENDIX E

Program of Study Plan

(To Be Developed for Each Course Taken)

Applicant's Name _____ System _____

Priority Area for Educational Improvement _____

_____

Institution Attending _____ Advisor _____

Course Title _____

List learning experiences to be provided by course work which will prepare the applicant to implement his selected "Priority Area for Educational Improvement."

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Date _____ Signed _____
Applicant

Date _____ Signed _____
College Advisor

Return this form to: Local System

APPLIED LEARNING PLAN FOR THE ACADEMIC YEAR

Applicant's Name _____ _____ System _____

Address _____

Priority Area for Educational Improvement _____

SECTION I. BEHAVIORAL OBJECTIVES TO BE IMPLEMENTED

List in behavioral terms your objectives relating your "Priority Area for Educational Improvement" and course work to your performance in the classroom and to meeting student needs. (Special Services personnel would relate to their work settings.)

_____

_____

_____

_____

_____

SECTION II. PROPOSED STUDENT OUTCOMES

State in behavioral terms expected student outcomes as a result of implementing Section I.

_____

_____

_____

SECTION III. METHOD OF EVALUATION

How will you know you have achieved both process and student outcome objectives?

_____

_____

_____

Date _____ Signed _____
Applicant

Date _____ Signed _____
Principal or Supervisor

Date _____ Signed _____
College Advisor

Return this form to: Local school system

Appendix E

Follow-Up

/__/ College Advisor /__/ Principal/Supervisor /__/ Applicant

(In Reference to Applied Learning Plan for Academic Year)

Applicant's Name:_____ System:_____

Priority Area for Educational Improvement:_____

_____

Section I. Behavioral Objectives

Were the Behavioral Objectives as outlined in the Applied Learning Plan implemented?

/__/ Yes /__/ No (If no, please comment)

Comment:_____

_____

Section II. Student Outcomes

Were changes noted in student behavior as a result of the implementation of the Behavioral Objectives?

/__/ Yes /__/ No (If no, please comment)

Comment:_____

_____

Section III. Relevance of Course Work

Was the course work taken during the summer related to job setting?

/__/ Yes /__/ No (If no, please comment)

Comment:_____

_____

Section IV. Administrative Changes

Are there any programmatic changes and/or support assistance needed of either the college or local system level in order to implement the selected priority areas?

/__/ Yes (please elaborate) /__/ No

Comment:_____

_____

Date:_____ Signed:_____

☐ College Advisor ☐ Principal/Supervisor ☐ Applica

APPENDIX F

INFORMATION CHART

After a design for providing educational experiences has been chosen, the local school system should prepare the information in the chart as a guide to needed instructional activities before negotiating with individuals or institutions.

NAME OF ACTIVITY	KIND OF PERSONNEL	TRAINING PERSONNEL	TIME OF ACTIVITY
Name of educational improvement program A. Type of activity to meet objectives 1. Objectives a. b. 2. Other B. Type of activity to meet objectives 1. Objectives a. b. 2. Other	Number and type of personnel to be involved in each activity	List of individuals who will perform the instructional activities in each section	Dates for each activity throughout the school year Length of staff development activity on the dates selected

The educational improvement program should include provisions for continuous and periodic staff development activities. A schedule for staff development activities could be as follows:

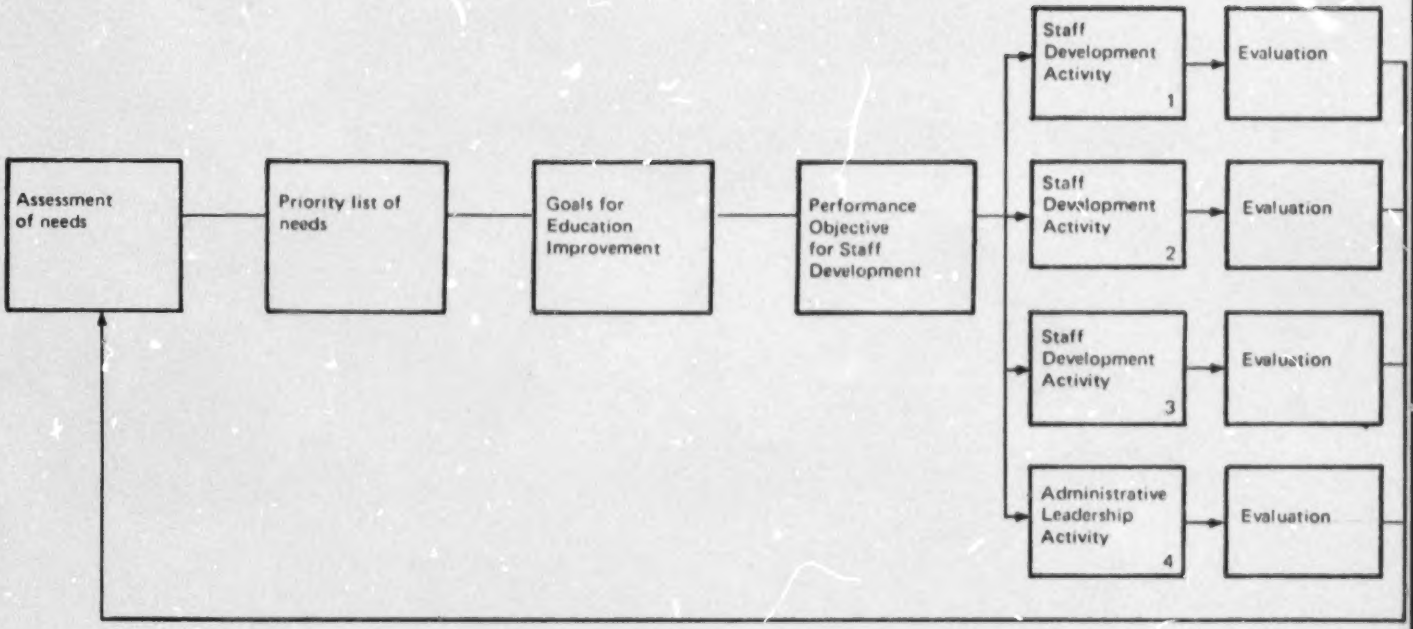
Activity_____ Place_____

Personnel_____ Time_____

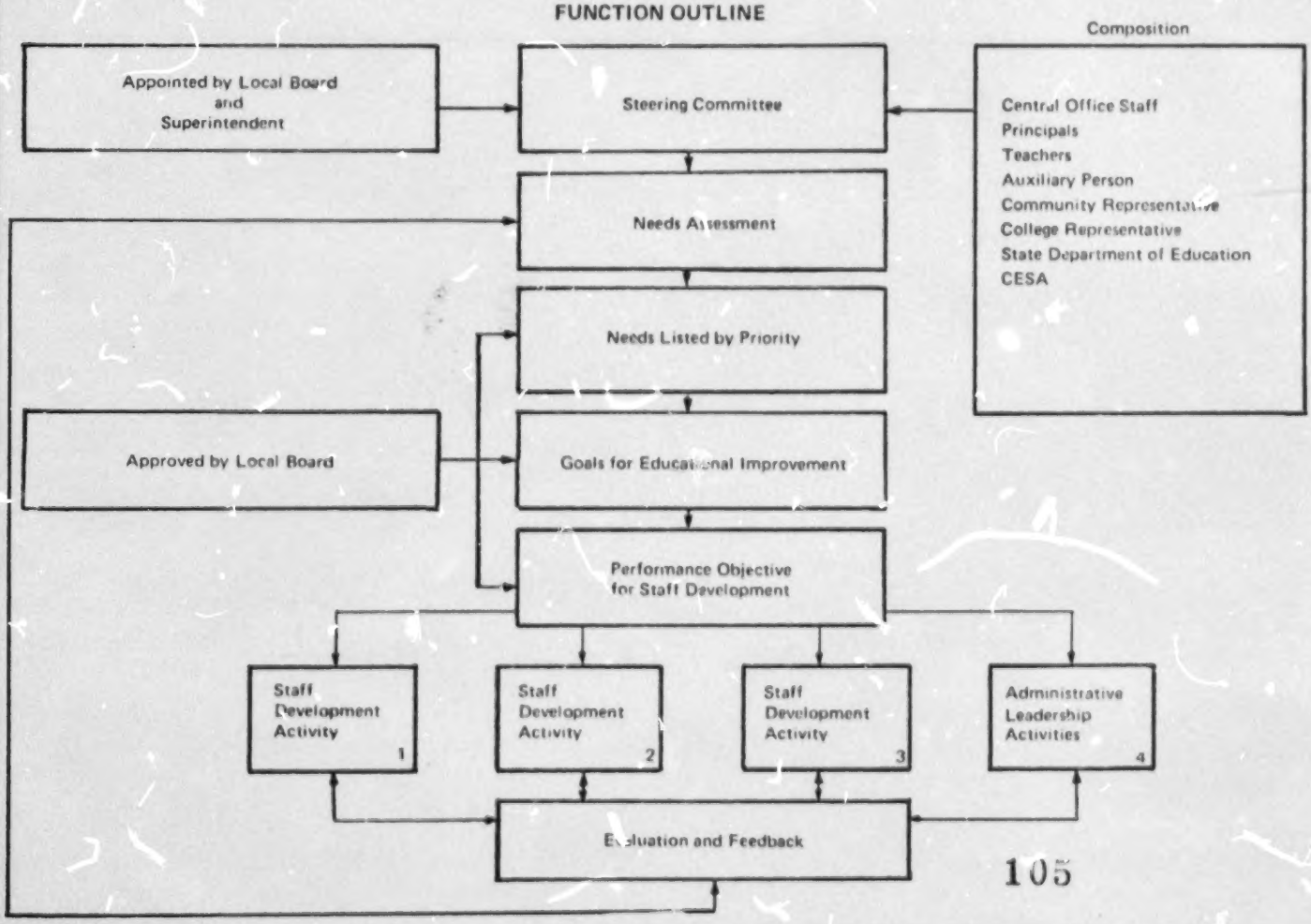
Month		Month		Month
1 Orientation Instructor	15 Topic Instructor	5 Topic Instructor	19 Topic Instructor	3 Topic Instructor

APPENDIX G

MODEL A (LEA)
(Local School System)
Flow Chart

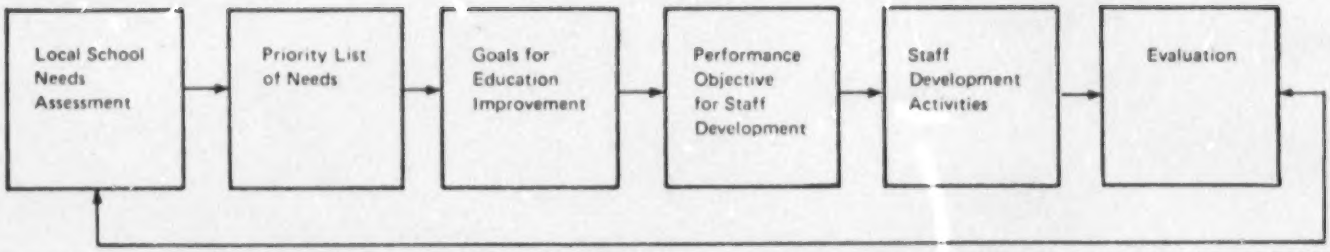


FUNCTION OUTLINE

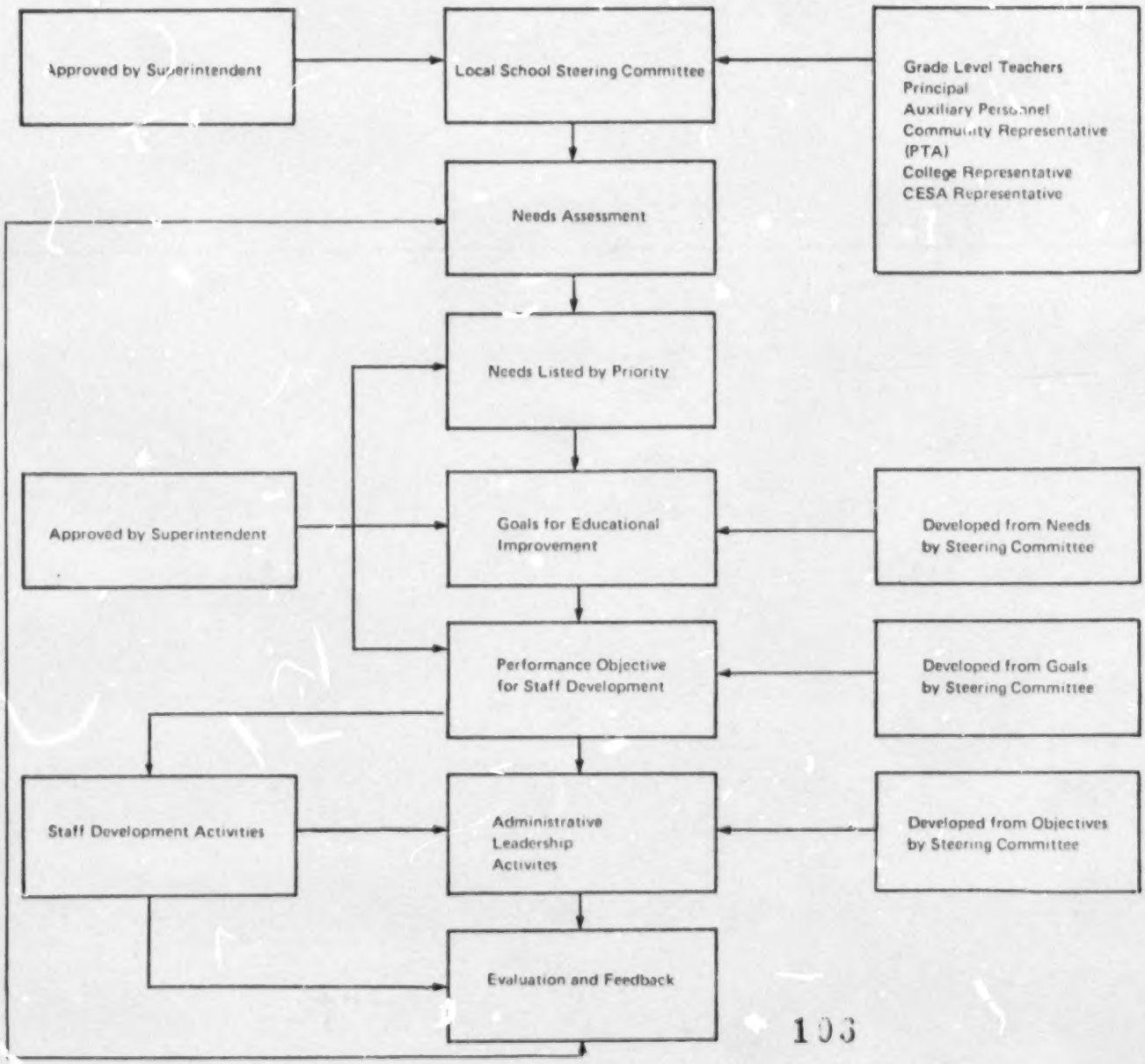


MODEL B (LOCAL SCHOOL)

Flow Chart



FUNCTION OUTLINE



APPENDIX H
Evaluation

HOW WILL YOU KNOW WHEN PRODUCT OUTCOMES (STUDENT GROWTH) HAVE BEEN ACHIEVED

A. Pre-Assessment of Student Learning and Attitudes

State in behavioral terms the level at which you expect students to be able to perform at end of program.

Devise ways of generating student profiles of current skills and attitudes.

Some suggested sources of data for student profiles could include

1. Testing and grading

2. Standardized norm-referenced testing services are available through the Statewide Testing Service. Booklets which include information on how to use test results to improve student learning will be available from Statewide Testing in the near future. Criterion-referenced tests which will provide more precise information on mastery of subject matter areas are in the process of development by the state and will be available for use in long-range programs.

3. Teacher-designed tests and student performance records are valuable sources of information.

4. School and teacher attendance records and student drop-out records indicate a measure of student interest in school.

5. Faculty, parents and students themselves can provide first-hand information on student attitudes. Simple questionnaires, inventories, interviews, etc., can be used to obtain this information. Depending on one's flair for drama, jam-sessions, problem-solving workshops, etc., could also be utilized.

6. Direct observation in classrooms can provide information on student performance in class (extent of participation, capacity to stay on task, extent of disruptive behavior, etc.).

B. Process and Post-Assessment

To determine the produce examine data such as the following:

1. Testing, grading, self-peer and staff evaluation over a period of three years can provide information on progress or lack of it in student learning.

2. Changes in attendance and drop-out records can identify developing or degenerating trends in attitudes toward school, self and others.

3. Observation in class can tell one whether children are experiencing more success (at least, less failure) in school. It is measureable.

APPENDIX I
Evaluation

HOW WILL YOU KNOW WHEN PROCESS OUTCOMES (IMPROVED PERFORMANCE) ARE BEING ACHIEVED?

A. Pre-Assessment

WHAT KNOWLEDGE, SKILLS AND ATTITUDES DOES THE STAFF ALREADY HAVE?

1. Some simple, economical, non-threatening methods which will yield information needed for generating personnel profiles include the following

   a. Video-tape teacher in classroom on different occasions, or perhaps a principal directing a staff development meeting. (The ideal method is to have an unobtrusive camera which does not signal when it is on.) Allow the teacher or principal first viewing and erasure rights. The tapes could be a vehicle for a teacher's or principal's self-evaluation of strengths and deficiencies. Peers (preferably from another school) could assess the teacher's or principal's performance, as well as, the performance of staff development specialists.

   b. Devise a simple questionnaire for determining student assessment of staff's skills and attitudes.

   c. Assess staff in simulated situations. W. James Popham and Eva Baker, for instance, have devised clever instruments called "mini-lessons" which personnel can teach to a group of learners (not necessarily students), and then be rated. Instruments yield information that ranges from clarity of presentation to ability to stimulate interest in the learner. It could be interesting to devise one's own "mini-tests" for principals and counselors as well.

2. Profiles could be generated on the staff which would allow a system to individualize its in-service program; encourage colleges to develop graduate programs responsive to local system needs; and allow administrators to develop differentiated staffing patterns. None of these new directions are feasible without first knowing what potential the staff actually has. Above all, involve staff and students in developing ways to gather and interpret information. Many heads

and techniques are better than one. In implementing an educational improvement program, one needs to know where leadership potential lies in order to utilize staff in more responsible positions. Some staff members need to grow in depth; some in breadth; some need to be more fully utilized in group situations; others, in one to one activities.

Effective staff mobilization toward implementation of educational improvement program depends upon a good pre-assessment. Some "hard" data can also be helpful. Consideration of questions such as the following may furnish some data

a. What is your rate of teacher absenteeism? teacher drop-out?

b. What is the extent of present staff participation in in-service activities?

c. Does staff find these activities personnally beneficial and relevant to classroom needs, or find them a dreadful bore and waste of time?

d. Does staff feel present in-service activities have an impact on school program?

e. Does staff find current graduate work job-related?

f. How extensive is staff participation in PTA, other school-related activities? Community activities? Professional activities?

3. Post Assessment

How will you know when you are achieving process outcomes (improved performance)? State in behavioral terms desired process outcomes (improved performance) in personnel.

a. Compare data on performance of staff at end of three years (or at intervals during the three years) with pre-assessment data. Measure progress in terms of how much change has occurred in moving toward desired results.

b. Compare teacher drop-out and teacher absenteeism rates with pre-assessment rates.

c. Compare extent of participation in in-service activities.

d. Compare extent of participation in school programs, PTA, etc.

e. Re-survey attitudes toward relevance of graduate work.

f. How do staffing patterns differ?

APPENDIX J
Evaluation

PLAN FOR EVALUATING ADMINISTRATIVE SUPPORT AND PROCEDURES SHOULD INCLUDE ANSWERS TO THE FOLLOWING QUESTIONS

A. What has been the role of the central office in staff development program?

Assessing supervision and coordination of program

1. What was the structure of the steering committee for supervision and coordination? (members, numbers, etc.)

2. How did this committee function? (formal/informal sessions, sub-committees, brainstorming, etc.)

3. What relationship was obtained between this committee and the local school in its staff development efforts? (directive, supportive, cooperative, etc.?)

4. What objectives, criteria and procedures for program management were developed by this committee? What recommendations were made to the local board of education for implementation of program?

5. How were school system needs determined?

6. How were identified needs communicated to various agencies (colleges, CESA, Georgia Department of Education) who might assist the local school system in meeting its needs?

7. What arrangements were made with various agencies to facilitate implementation of program? (consortia arrangements, contracts, etc.)

8. How were resources identified and mobilized to meet school system needs?

9. Was technical assistance solicited? What form did that assistance take (information, consultation, direction of in-service activities, presence of resident college instructor, etc.).

10. Who was involved in staff development procedures, and what were the various roles and contributions by those involved?

11. What kind of continuing assistance was provided by the central office to the schools involved in staff development?

12. What assessment criteria and procedures were employed to evaluate the overall program? How were these criteria and procedures arrived at?

13. What barriers were confronted in implementing program? How were these barriers overcome?

14. To what extent did the central office participate in staff development activities in the local schools?

15. How many auxiliary personnel were provided to schools in staff development efforts?

16. If projected student outcomes have not been achieved, what deficiencies have been identified which could improve reorganization, etc. or achieve desired student outcomes.

B. What has been the role of the principal in staff development programs?

1. What scheduling procedures were adopted to facilitate staff development activities?

2. What staffing patterns were devised to implement improved program?

3. How was staff encouraged and advised in carrying out its activities?

4. Were adequate materials requested and obtained to implement program?

5. How were school system needs communicated to relevant publics?

6. Were community volunteers obtained to aid in program?

7. What procedures were developed to supervise and coordinate program in implementing classroom activities?

8. What role did principal play in staff development activities?

9. What barriers existed in implementing the program? How were barriers overcome?

10. If projected student outcomes were not achieved, what weaknesses in the program have been identified which could be improved, reorganized, etc. in order to achieve desired student learning?

C. What has been the role of higher education in the local staff development program?

1. Have colleges related both the pre-service, in-service, and post-graduate preparation of educational personnel more closely to the goals, objectives and needs of local school systems?

2. Have colleges provided assistance in those improved and validated educational practices that lead to improved student learning?

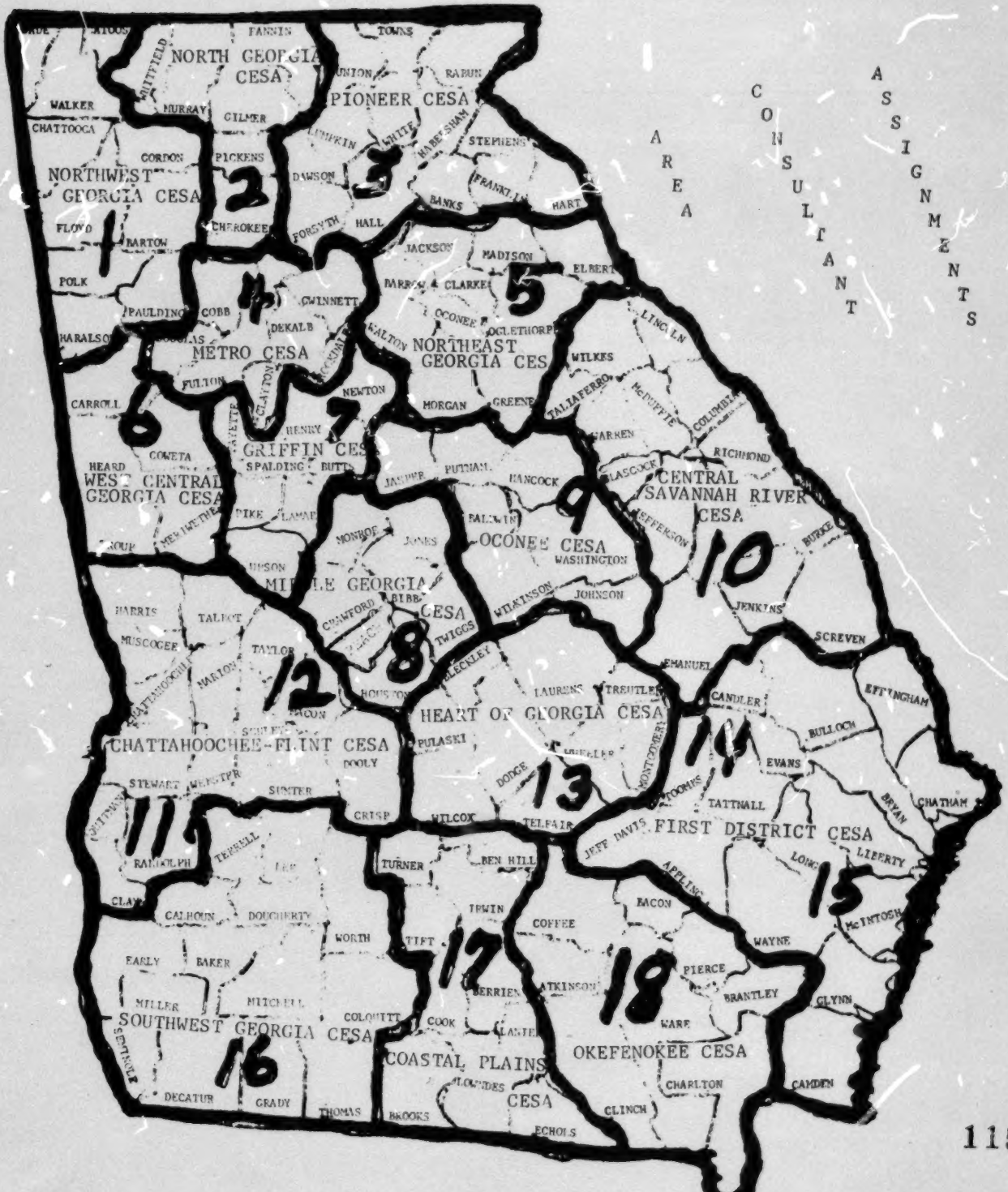
3. Have colleges begun to make performance of educational personnel one criterion on which general improvement is judged?

4. Have colleges provided alternatives through which educational personnel can renew their certification?

5. Have colleges created a climate in which individual initiative on the part of educational personnel be encouraged and given recognition?

6. What kind of assistance was offered by college in local staff development? What arrangements were made with higher education in these efforts (consortia, contract, etc.)?

7. Have colleges begun to move to a teacher-center concept in in-service?



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1.	Northwest Georgia. . . . . Fulton Stone	10.	Central Savannah River Area . . Mary Harville
2.	North Georgia.	11.	Chattahoochee-Flint . . . . . Steve Preston
3.	Pioneer. . . . . Deede Sharpe	12.	" . . . . . "
4.	Metro. . . . . Paul Scott	13.	Heart of Georgia. . . . . David Watts
5.	Northeast Georgia. . . . . Marion Scott	14.	First District. . . . . David Watts
6.	West Central Georgia . . .	15.	" . . . . . "
7.	Griffin. . . . . Mary Harville	16.	Southwest Georgia . . . . . Steve Preston
8.	Middle Georgia . . . . . Jerry Lopp	17.	Coastal Plains. . . . . Dr. John Wimpey
9.	Oconee . . . . . Jerry Lopp	18.	Okefenokee. . . . . Dr. John Wimpey

APPENDIX L

OBJECTIVES FOR GOALS FOR
EDUCATION IN GEORGIA

Atlanta Assessment Project*
Atlanta Public Schools

1. Communication Skills:

The student is able to listen, speak, read (comprehension, word recognition skills, reference skills, etc.) and write (legibility, sentence structure, paragraphing, etc.). He understands that basic skills in this area are necessary to be able to do most things of importance in modern society.

2. Preparation for Managing Environment:

The student must understand the difference between the natural environment and the man-made aspects of his environment and understand the inter-relationships between the two. He should have a clear sense of the difference between environmental development which improves the quality of life and that which will sooner or later reduce the quality of life. He should have a knowledge of the major environmental problems and issues currently facing Atlanta, the State of Georgia, and the nation, as well as know what he can do as an individual and as a citizen to solve those problems.

3. Career Development:

The high school graduate possesses a sound overall orientation to the world of work and an understanding of job-related skills, attitudes and knowledge which are needed by persons in all careers. The program should foster a thought-out, tentative career choice by all students and assure that each student possesses the knowledge, attitudes, and skills necessary for direct entry, into the world of work or for further training and education relevant to his tentative career choice.

4. Preparation for Family Life:

The student has knowledge and understanding of the many aspects of preparation for marriage - formal and informal (dating); of the decision to get married; of the problems and solutions in marriage; of success in marriage, set roles, and divorce. Concerning the family, the student knowledge of family structure and functions, parenthood and child-rearing, child welfare and custody, resolution of problems, and unmarried or "single" parents.

5. Problem Solving:

The student is able to secure information from a wide

variety of sources, to analyze, to synthesize, to draw conclusions and to make decisions. The individual is also able to make decisions regarding the use of time.

6. Preparation for Managing Personal Finances:

The student has knowledge in and an understanding of the areas of managing personal finances and the skills of being a successful consumer of goods and services. More specifically, he understands inflation, shortages of both goods and services in critical areas, the rapid growth of different forms of credit buying, the proliferation of different kinds of goods and services, and the world of advertising and promotion.

7. Preparation for Managing Health:

The student has the skills, knowledge, and attitudes related to health and safety practices that would enable him to take proper care of himself and to assume his share of responsibility for the health and safety of those around him. He should thus be acquainted with aspects of accident prevention and first-aid, the misuse or abuse of drugs, the availability of medical and health services, and nutrition.

8. Mathematics:

The student needs to be able to use mathematics to solve practical problems in personal finance, housekeeping, and so forth. To solve their problems, each person must be able to perform the basic operations of addition, subtraction, division, and multiplication; to carry out common measurements; to interpret statistical or graphical data; to perform certain computations (such as conversion of ratio to percent, computation of interest rates, etc.); and to apply each of these abilities to practical problems.

9. Social Science:

The student must become oriented to the basic institutional structure of society - family, religious organizations, educational systems, governmental organizations at all levels, the mass media, and community organizations - and the functions of various component parts of the total social system. He should also have a sense of how social systems have changed over the years and the relationship of these changes to the present and foreseeable future. He should be conversant with the principle economic, social and political systems throughout the world and with the cultural diversity that is represented within these systems.

10. Preparation for Leisure:

The student will learn to plan and carry out pleasant and constructive ways of using leisure through the development of skills and attitudes leading to creativity and flexibility. The student will have experiences directed toward fulfilling emotional, intellectural, physical, and social needs through participation on aesthetic activities such as music, literature, architecture, painting, film, dance, drama, and various crafts and especially activities related to physical education.

11. Preparation for Citizenship:

The student understands and can function within the ideas and concepts of our democratic systems, understands the constitution and our judicial system, their basis and functions. Has the skills and attitudes which will facilitate his relating constructively to others and participating effectively as a well-informed citizen. He also has the knowledge and skills to judge and participate in the formulation of policy and programs of social and technological change.

12. Science and Technology:

Fundamentally, the student should possess a knowledge and interest in science. Specifically, he should understand the human biological processes and functions and the general world of nature. He should also be conversant in the social, economic, and political implications of science and technology.

13. Life-Long Learning:

The student should possess the attitudes and skills to pursue learning as a life-long process; knows how to study effectively, knows how and where to obtain additional training and education and possesses the ability and desire to use the learning resources of the community.

14. Self-Understanding:

The student understands and respects himself - his abilities, interests, values, aspirations and limitations. For example, he is able to set personal goals; recognizes his importance as a member of society; is able to maintain individual integrity in group relationships and has a personal philosophy of life.

*Each of the brief definitions for the above goals are abstractions of the much more extensive, detailed goals for education produced through the Atlanta Assessment Project. It is strongly recommended that the completed version of these goals be examined as a part of a system's choice of goals. For further information, contact:

Atlanta Assessment Project
Atlanta Public Schools
1001 Virginia Avenue
Suite 315, Building C
Hapeville, Georgia 30354

Appendix L

EDUCATIONAL GOALS
* These are not in any order of importance.
(from Phi Delta Kappa)

LEARN HOW TO BE A GOOD CITIZEN

A. Develop an awareness of civic rights and responsibilities.
B. Develop attitudes of productive citizenship in a democracy.
C. Develop an attitude of respect for personal and public property.
D. Develop an understanding of options and responsibilities of citizenship.

LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTY

A. Develop an appreciation for and an understanding of other people and other cultures.
B. Develop an understanding of political, economic, and social patterns of the rest of the world.
C. Develop awareness of the interdependence of races, creeds, nations and cultures.
D. Develop an awareness of the processes of group relationships.

LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

A. Develop ability to adjust to the changing demands of society.
B. Develop an awareness and the ability to adjust to a changing world and its problems.
C. Develop understanding of the past, identify with the present, and the ability to meet the future.

DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING

A. Develop ability to communicate ideas and feelings effectively.
B. Develop skills in oral and written English.

UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

A. Develop loyalty to American democratic ideals.
B. Develop patriotism and loyalty to ideas of democracy.
C. Develop knowledge and appreciation of the rights and privileges in our democracy.
D. Develop an understanding of our America heritage.

LEARN HOW TO EXAMINE AND USE INFORMATION

A. Develop ability to examine constructively and creatively.
B. Develop ability to use scientific methods.

C. Develop reasoning abilities.
D. Develop skills to think and proceed epically.

UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

A. Develop understanding and appreciation of the principles of living in the family group.
B. Develop attitudes leading to acceptance of responsibilities and achievement of skills in preparing to accept them.

LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

A. Develop appreciation and respect for the worth and dignity of individuals.
B. Develop respect for individual worth and understanding of miniority opinions and accpetance of majority decisions.
C. Develop a cooperative attitude toward living and working with others.

DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

A. Develop abilities and skills needed for immediate employment.
B. Develop an awareness of opportunities and requirements related to a specific field of work.
C. Develop an appreciation of good workmanship.

LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

A. Develop an understanding of economic principles and responsibilities.
B. Develop ability and understanding in personal buying, selling and investment.
C. Develop skills in management of natural and human resources and man's environment.

DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

A. Develop intellectual curiosity and eagerness for lifelong learning.
B. Develop a positive attitude toward learning.
C. Develop a positive attitude toward continuing independent education.

LEARN HOW TO USE LEISURE TIME

A. Develop ability to use leisure time productively.
B. Develop a positive attitude toward participation in a range of leisure time activities -- physical, intellectual and creative.
C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

A. Establish an effective individual physical fitness program.
B. Develop an understanding of good physical health and well being.
C. Establish sound personal health habits and information.
D. Develop a concern for public health and safety.

APPRECIATE CULTURE AND BEAUTY IN THE WORLD

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
B. Cultivate appreciation for beauty in various forms.
C. Develop creative self-expression through various media (art, music, writing, etc.)
D. Develop special talents in music, art, literature and foreign languages.

GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

A. Promote self-understanding and self-direction in relation to student's occupational interests.
B. Develop the ability to use information and counseling services related to the selection of a job.
C. Develop a knowledge of specific information about a particular vocation.

DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

A. Develop a feeling of student pride in his achievements and progress.
B. Develop self-understanding and self-awareness.
C. Develop the student's feeling of positve self-worth, security and self-assurance.

DEVELOP GOOD CHARACTER AND SELF-RESPECT

A. Develop moral responsibility and a sound ethical and moral behavior.
B. Develop the student's capacity to discipline himself to work, study and play constructively.
C. Develop a moral and ethical sense of values, goals and processes of free society.
D. Develop standards of personal character and ideas.

GAIN A GENERAL EDUCATION

A. Develop background and skills in the use of numbers, natural sciences, mathematics and social sciences.
B. Develop special interests and abilities.